

8th Grade Health Education

1. CPR

- a. Recognizing an Emergency
 - i. Students will be able to recognize when an emergency exists. (Standard 1 Core Concepts)
- b. Barriers to Act
 - i. Students will identify solutions to several barriers to helping in an emergency. (Standard 1 Core Concepts)
 - ii. Students will decide when they are comfortable and to what capacity they will help when aiding in an emergency. (Standard 5 Decision Making)
 - iii. Students will demonstrate how to properly remove and dispose of contaminated gloves. (Standard 7 Self Management)
- c. Check Call Care
 - i. Students will use the steps of check, call, care to make a decision if the scene is safe and if 911 is needed (Standard 5 Decision Making)
 - ii. Students will demonstrate the steps of check, call, care when coming upon an emergency situation (Standard 7 Self Management)
- d. Checking a Conscious Victim
 - i. Students will use SAMPLE as a decision making method to decide the actions to take with a responsive victim (Standard 5 Decision Making).
 - ii. Students will identify the acronym SAMPLE (Standard 1 Core Concepts).
 - iii. Students will demonstrate using SAMPLE with a responsive 'victim' (Standard 7 Self Management)
- e. Checking an Unconscious Victim
 - i. Students will be able to list and put in order the steps to check an unconscious victim (Standard 1 Core Concepts)
 - ii. Students will demonstrate the skills necessary to check an unconscious victim (Standard 7 Self Management)
 - iii. Students will identify signs and symptoms of a heart attack (Standard 1 Core Concepts)
- f. Cardiac Chain of Survival and AED
 - i. Students will identify the cardiac chain of survival (Standard 1 Core Concepts)
 - ii. Students will use decision making techniques to advise when an AED is needed (Standard 5 Decision Making)
 - iii. Students will demonstrate how to use an AED (Standard 7 Self Management)
- g. CPR Adult
 - i. Students will list the steps for effective CPR (Standard 1 Core Concepts)
 - ii. Students will identify when CPR is needed (Standard 1 Core Concepts)
 - iii. Students will demonstrate CPR on a manikin (Standard 7 Self Management)

- h. Unconscious Choking Victim
 - i. Students will list the steps in order for unconscious choking victim (Standard 1 Core Concepts)
 - ii. Student will demonstrate unconscious choking victim care on a manikin (Standard 7 Self Management)
 - i. Conscious Choking
 - i. Students will identify signs that someone is choking (Standard 1 Core Concepts)
 - ii. Students will list the steps in order for caring for a conscious victim who is choking (Standard 1 Core Concepts)
 - iii. Student will demonstrate care for a conscious choking victim (Standard 7 Self Management)
 - j. Unconscious Choking
 - i. Students will list the steps in order for caring for a unconscious choking victim (Standard 1 Core Concepts)
 - ii. Student will demonstrate care for an unconscious choking victim (Standard 7 Self Management)
- 2. First Aid
 - a. Shock
 - i. Students will identify signs and symptoms of shock (Standard 1 Core Concepts)
 - ii. Students will state the care for someone experiencing signs of shock (Standard 1 Core Concepts)
 - b. Asthma, Anaphylaxis and Diabetic Emergencies
 - i. Students will identify signs and symptoms of emergencies regarding asthma, anaphylaxis and diabetic related emergencies (Standard 1 Core Concepts)
 - ii. Students will state the care for someone experiencing an emergency regarding asthma, anaphylaxis and diabetic emergencies (Standard 1 Core Concepts)
 - iii. Students will demonstrate the correct use of an epi-pen (Standard 7 Self Management)
 - c. Stroke and Fainting
 - i. Students will identify signs and symptoms of stroke (Standard 1 Core Concepts)
 - ii. Students will state the care for someone who has fainted (Standard 1 Core Concepts)
 - d. Heat and Cold Related Emergencies
 - i. Students will identify signs and symptoms of heat and cold related emergencies (Standard 1 Core Concepts)
 - ii. Students will state the care for someone who is having a heat or cold related emergency (Standard 1 Core Concepts)
 - e. Soft Tissue Injuries

- i. Students will identify when stitches are needed (Standard 1 Core Concepts)
- ii. Students will identify when 911 is needed in a soft tissue injury (Standard 1 Core Concepts)
- iii. Students will identify different soft tissue injuries (Standard 1 Core Concepts)
- iv. Students will state the care for different soft tissue injuries (Standard 1 Core Concepts)
- v. Students will demonstrate proper care for controlling external bleeding (Standard 7 Self Management)

f. Burns

- i. Students will identify the different sources of burns (Standard 1 Core Concepts)
- ii. Students will identify the different classifications of severity of burns (Standard 1 Core Concepts)
- iii. Students will state the care for burns (Standard 1 Core Concepts)

g. Injuries to muscles bones and joints

- i. Students will be able to identify injuries to muscles bones and joints (Standard 1 Core Concepts)
- ii. Students will state the care for injuries to muscles bones and joints (Standard 1 Core Concepts)

h. Poisons

- i. Students will identify different ways that poisons can get into the body (Standard 1 Core Concepts)
- ii. Students will contact a credible resource if a poisoning occurs (911 or Poison Control where appropriate) (Standard 3 Accessing Information)
- iii. Students will identify signs and symptoms of poisoning (Standard 1 Core Concepts)

3. Depression and Suicide

a. SOS Introduction

- i. Students will identify signs and symptoms of depression (Standard 1 Core Concepts)
- ii. Students will state that depression is a mental disorder and a real diagnosable illness (Standard 1 Core Concepts)
- iii. Students will demonstrate the ability to access valid information, products and services to enhance health (Standard 3 Accessing Information)
- iv. Students will access valid and reliable mental and emotional health information from home, school or community (Standard 3 Accessing Information)
- v. Students will locate valid and reliable mental and emotional health services (Standard 3 Accessing Information)
- vi. Students will discuss what risk factors may be present for a student to be diagnosed with a mental illness (Standard 2 Analyzing Influences)

- vii. Students will describe situations that call for professional mental and emotional health services (Standard 1 Core Concepts)
 - viii. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks (Standard 4 Interpersonal Communication)
 - b. Time to Act Video
 - i. Students will identify signs and symptoms of depression (Standard 1 Core Concepts)
 - ii. Students will state that depression is a mental disorder and a real diagnosable illness (Standard 1 Core Concepts)
 - iii. Students will demonstrate the ability to access valid information, products and services to enhance health (Standard 3 Accessing Information)
 - iv. Students will access valid and reliable mental and emotional health information from home, school or community (Standard 3 Accessing Information)
 - v. Students will locate valid and reliable mental and emotional health services (Standard 3 Accessing Information)
 - vi. Students will discuss what risk factors may be present for a student to be diagnosed with a mental illness (Standard 2 Analyzing Influences)
 - vii. Students will describe situations that call for professional mental and emotional health services (Standard 1 Core Concepts)
 - viii. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks (Standard 4 Interpersonal Communication)
 - c. Act Video Cont / SOS Lecture Cont.
 - i. Students will demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health (Standard 4 Interpersonal Communication)
 - ii. Students will demonstrate how to effectively ask for assistance to improve personal and mental and emotional health (Standard 4 Interpersonal Communication)
 - iii. Students will demonstrate how to effectively offer assistance to improve mental and emotional health (Standard 4 Interpersonal Communication)
 - iv. Students will urge friends and family to get help when showing signs of depression (Standard 8 Advocacy)
 - d. Odd Girl Out Movie
 - i. Students will identify signs and symptoms of depression (Standard 1 Core Concepts)
 - ii. Students will discuss what risk factors may be present for a student to be diagnosed with a mental illness (Standard 2 Analyzing Influences)
- 4. Human Growth and Development
 - a. Pre Term Survey

- i. Students will determine the benefits of being sexually abstinent. (Standard 1 Core Concepts)
- ii. Students will describe the factors that contribute to engaging in sexual risk behaviors. (Standard 1 Core Concepts)
- iii. Students will describe the factors that protect against engaging in sexual risk behaviors. (Standard 1 Core Concepts)
- iv. Students will describe the relationship between using alcohol and other drugs and sexual risk behaviors. (Standard 1 Core Concepts)
- v. Students will describe how some people may be coerced or pressured into engaging in sexual behaviors. (Standard 1 Core Concepts)
- vi. Students will identify the emotional, social, physical and financial effects of being a teen parent. (Standard 1 Core Concepts)
- vii. Students will explain how perceptions of norms, social expectations, and personal values and beliefs influence healthy and unhealthy sexual practices, behaviors and relationships. (Standard 2 Analyzing Influences)
- viii. Students will describe how some health risk behaviors influence the likelihood of engaging in sexual risk behaviors. (Standard 2 Analyzing Influences)
- ix. Students will analyze how influences of family, culture, school, community and peers, media and technology affect sexual health practices, behaviors and relationships. (Standard 2 Analyzing Influences)
- x. Students will effectively identify circumstances that help or hinder making a decision related to a potentially risky sexual situation. (Standard 5 Decision Making)
- xi. Students will set a goal to abstain from sexual activity until a time that matches his /her values (Standard 6 Goal Setting)

b. Female Reproductive Anatomy

- i. Students will summarize basic female reproductive body parts and their functions. (Standard 1 Core Concepts)
- ii. Students will describe conception and its relationship to the menstrual cycle. (Standard 1 Core Concepts)
- iii. Students will understand the importance of and know the basic process self-breast exams (Standard 7 Self Management)
- iv. Students will use preventative measures for the health of the reproductive system (Standard 7 Self Management)

c. Male Reproductive Anatomy

- i. Students will summarize basic male reproductive body parts and their functions. (Standard 1 Core Concepts)
- ii. Students will understand the importance of and know the basic process self-testicular exams (Standard 7 Self Management)
- iii. Students will use preventative measures for the health of the reproductive system (Standard 7 Self Management)

d. Contraceptives

- i. Students will determine the benefits of being sexually abstinent. (Standard 1 Core Concepts)
- ii. Summarize ways to decrease the spread of STDs and HIV and pregnancy by not having sex, using condoms consistently and correctly when having sex, not touching blood and not touching used hypodermic needles. (Standard 1 Core Concepts)
- iii. Students will describe ways that sexually active people can reduce the risk of HIV and STDs including HPV and pregnancy. (Standard 1 Core Concepts)
- iv. Describe how the effectiveness of condoms can reduce the risk of pregnancy, HIV and other STDs including HPV. (Standard 1 Core Concepts)
- v. Students will know where to access contraceptives if needed (Standard 3 Accessing Information)
- vi. Students will discuss reproductive contraceptives with people they respect and trust in order to get options that match their values(Standard 4 Interpersonal Communication)

e. Sexually Transmitted Diseases

- i. Students will describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV other STDs and pregnancy. (Standard 1 Core Concepts)
- ii. Students will analyze ways common infectious diseases and common STDs (including HIV) are transmitted. (Standard 1 Core Concepts)
- iii. Students will describe usual signs and symptoms of common STDs. (Standard 1 Core Concepts)
- iv. Students will explain the short and long term consequences of STDs including HIV. (Standard 1 Core Concepts)
- v. Students will summarize treatment for STDs including which can be cured and which cannot. (Standard 1 Core Concepts)
- vi. Students will determine when professional sexual healthcare services may be required. (Standard 3 Accessing Information)
- vii. Students will communicate effectively with their health care providers regarding changes in the reproductive system (Standard 4 Interpersonal Communication)

f. Healthy Relationships

- i. Students will describe the characteristics of healthy relationships. (Standard 1 Core Concepts)
- ii. Students will explain the qualities of healthy dating relationships. (Standard 1 Core Concepts)
- iii. Students will differentiate healthy and unhealthy relationships. (Standard 1 Core Concepts)
- iv. Students will describe healthy ways to express affection, love and friendship. (Standard 1 Core Concepts)

- v. Students will explain the importance of setting personal limits to avoid sexual risk behaviors. (Standard 1 Core Concepts)
 - vi. Students will demonstrate the effective use of verbal and nonverbal communication skills to promote sexual health and healthy relationships. (Standard 4 Interpersonal Communication)
- g. Take Home Assignment
 - i. Students will explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health. (Standard 1 Core Concepts)
 - ii. Students will demonstrate the effective use of verbal and nonverbal communication skills to promote sexual health and healthy relationships. (Standard 4 Interpersonal Communication)
- h. Sexual Safety in a Cyber World
 - i. Students will explain the negative consequences of sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites. (Standard 1 Core Concepts)
 - ii. Students will explain why individuals have the right to refuse sexual contact. (Standard 1 Core Concepts)
 - iii. Students will analyze how influences of family, culture, school, community and peers, media and technology affect sexual health practices, behaviors and relationships. (Standard 2 Analyzing Influences)
 - iv. Students will demonstrate how to manage personal information in electronic communications and when using social media to protect the sexual health of themselves and others. (Standard 4 Interpersonal Communication)
- i. Sexuality
 - i. Students will explain the benefits of respecting individual differences in aspects of sexuality, gender expression, or gender identity, growth and development or physical appearance. (Standard 1 Core Concepts)
 - ii. Students will explain why it is wrong to tease or bully others based on aspects of their sexuality. (Standard 1 Core Concepts)
 - iii. Students will describe how intolerance can affect others when aspects of their sexuality are different from one's own. (Standard 1 Core Concepts)
 - iv. Students will describe ways to show courtesy and respect for others when aspects of their sexuality are different from one's own. (Standard 1 Core Concepts)
- j. Student Access
 - i. Students will evaluate the validity and reliability of sexual health information and sexual health care products and sexual health care services. (Standard 3 Accessing Information)
 - ii. Students will determine the accessibility of valid and reliable sexual healthcare products. (Standard 3 Accessing Information)

- iii. Students will use resources that provide valid and reliable sexual health information, products and services. (Standard 3 Accessing Information)
- k. Communication Skills
 - i. Students will demonstrate effective peer resistance skills and effective negotiation skills to avoid or reduce sexual risk behaviors. (Standard 4 Interpersonal Communication)
 - ii. Students will demonstrate how to effectively communicate support for peers when aspects of their sexuality are different from one's own. (Standard 4 Interpersonal Communication)
- l. Shaken Baby Syndrome
 - i. Students will identify and implement stress relief techniques when in difficult situations (Standard 7 Self Management)
 - ii. Students will state the dangers of shaking an infant (Standard 1 Core Concepts)
 - iii. Students will identify signs and symptoms within self of raising frustration in difficult situations (Standard 7 Self Management)