

Health Education Instructional Map

Georgia's Health Education Standards - Grade 8

Sample Map

Let's Look! Analyzing Influences for Health	Let's Explore! Accessing Information Health	Let's Talk! Communication For Health	Let's Choose! Making Healthy Decisions for Health	Let's Commit! Setting Goals for Health	Let's Go! Practicing Health	Let's Promote! Advocating for Health
HE GSE 8.2	HE GSE 8.3	HEGSE 8.4	HE GSE 8.5	HE GSE 8.6	HE GSE 8.7	HE GSE 8.8
Eighth-grade students will focus on identifying and understanding the diverse internal and external factors that positively and negatively influence health practices and behaviors. Students will conclude how the family, peers, culture, and media influence personal and family health.	Eighth-grade students will analyze the validity of health information, products, and services to promote well-being and prevent disease. Students will demonstrate the ability to access valid information and products and services to enhance health.	Eighth-grade students will appropriately demonstrate verbal and nonverbal skills to maintain healthy relationships. Students will differentiate how communication skills are the basis for strengthening interpersonal interactions and reducing or avoiding conflict.	Eighth-grade students will model the steps of the decision-making model and analyze the importance of seeking assistance before making a decision.	Eighth-grade students will utilize critical thinking skills to achieve both short-term and long-term personal health and well-being goals. Students should be prepared to adjust goals when faced with changing abilities, priorities, and responsibilities.	Eighth-grade students will summarize strategies that improve healthy behaviors and collaborate with other students in developing healthy lifestyles to achieve wellness for a lifetime	Eighth-grade students will develop culturally competent advocacy skills and health messages to encourage others to adopt healthy behaviors.
4-5 Lessons	4-5 Lessons	4-5 Lessons	4-5 Lessons	4-5 Lessons	4-5 Lessons	4-5 Lessons
<u>HE 8.1 Core Concepts</u> (8.1.a, 8.1.b, 8.1.c, 8.1.d, 8.1.k, 8.1.o) <u>HE 8.2: Analyzing Influences</u> (8.2.a, 8.2.b, 8.2.c, 8.2.d, 8.2.e, 8.2.f)	<u>HE 8.1 Core Concepts</u> (8.1.a, 8.1.e, 8.1.h, 8.1.j, 8.1.k, 8.1.r) <u>HE 8.3: Accessing Information</u> (8.3.1, 8.3.b,8.3.c)	<u>HE 8.1 Core Concepts</u> (8.1.a, 8.1.p, 8.1.q, 8.1.r) <u>HE 8.4: Interpersonal Communication</u> (8.4.a, 8.4.b, 8.4.c, 8.4.d)	<u>HE 8.1 Core Concepts</u> (8.1.a, 8.1.b, 8.1.c, 8.1.d, 8.1.f, 8.1.g) <u>HE 8.5: Decision Making</u> (8.5.a, 8.5.b, 8.5.c, 8.5.d, 8.5.e)	<u>HE 8.1 Core Concepts</u> (8.1.a, 8.1.l, 8.1.m, 8.1.n, 8.1.r, 8.1.s, 8.1.t, 8.1.u, 8.1.v) <u>HE8.6: Goal Setting</u> (8.6.a, 8.6.b, 8.6.c, 8.6.d, 8.6.e)	<u>HE 8.1: Core Concepts</u> (8.1.a, 8.1.d, 8.1.i) <u>HE 8.7: Self-Management</u> (8.7.a, 8.7.b, 8.7.c)	<u>HE 8.1: Core Concepts</u> (8.1.a, 8.1.t, 8.1.u, 8.1.v) <u>HE 8.8: Advocacy</u> (8.8.a, 8.8.b, 8.8.c, 8.8.d)

Key Concepts

<p>Feelings and where they come from.</p> <p>Impact of personal values, beliefs, and morals on mental and emotional health.</p> <p>Activities that are mentally and emotionally healthy.</p> <p>Interpersonal conflict and emotional stress. Strategize how to effectively control impulses to create healthy behaviors.</p> <p>Analyze family, culture, school, community, media, technology and peers influence health practices and behaviors.</p>	<p>Activities to recognize and avoid dangerous surroundings.</p> <p>Information on how to help self and others when injured or suddenly ill.</p> <p>Valid health products and services.</p> <p>Support others to avoid risky behaviors.</p> <p>Apply safety rules and procedures to avoid risky behaviors and injury.</p> <p>Analyze the validity of health information, products, and services.</p> <p>Access valid health information from home, school, or community.</p>	<p>Long term and short- term effects of ATOD on the body. Differences between misuse and abuse.</p> <p>Effective verbal and nonverbal communication skills to refuse ATOD.</p> <p>Demonstrate refusal and negotiation skills that avoid ATOD.</p> <p>Model how to ask for assistance to enhance health for self and others. (Roleplay drinking and driving situation)</p>	<p>Circumstances that help or hinder healthy decision making.</p> <p>Situations that require a health-related decision. When health-related decisions should be made individually or with the help of others.</p> <p>Explain how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.</p> <p>Predict the potential outcomes of choosing a healthy and unhealthy alternative to a health-related decision.</p> <p>Analyze the effectiveness of a final outcome of a health-related decision.</p> <p>Prevent health problems that result from fads or trends.</p>	<p>Differences between healthy & unhealthy relationships.</p> <p>Goals for what characteristics a relationship should attain. Personal health practices. Set a realistic personal health goal.</p> <p>Assess the barriers to achieving a personal health goal.</p> <p>Apply strategies to overcome barriers to achieving a personal health goal.</p> <p>Use strategies and skills to achieve a personal health goal.</p> <p>Explain how risky behaviors can affect achieving long-term health goals.</p>	<p>Relationships between assuming responsibility for personal health and avoiding risky nutritional choices.</p> <p>Drink lots of water and avoid sugary drinks.</p> <p>Choose to drink or eat fat free or low-fat dairy or fortified dairy alternatives.</p> <p>Choose to eat whole grain products.</p> <p>Limit foods high in added sugars, saturated fats, trans fats, and sodium.</p> <p>Choose to eat or drink nutrient dense foods and beverages when dining.</p> <p>Analyze and apply behaviors that eliminate or reduce health risks.</p>	<p>Activities for conflict and emotional distress.</p> <p>Health-enhancing positions, supported with accurate information, to improve the health of others.</p> <p>Persuade others to make positive health choices.</p> <p>Collaborate with others to advocate for healthy individuals, families and schools.</p> <p>Demonstrate how to adapt positive health-related messages for different audiences.</p>
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