

## NC Healthful Living Essential Standards

The Healthful Living Essential Standards clarifying objectives highlighted in blue are addressed to varying degrees by this intervention.

8<sup>th</sup> Grade NC Standard Course of Study:

### MENTAL AND EMOTIONAL HEALTH

---

#### **8.MEH.1 Create positive stress management strategies.**

- 8.MEH.1.1 Evaluate stress management strategies based on personal experience.
- 8.MEH.1.2 Design a plan to prevent stressors or manage the effects of stress.
- 8.MEH.1.3 Design effective methods to deal with anxiety.

#### **8.MEH.2 Evaluate how structured thinking (decision making, problem solving, goal setting) benefits emotional well-being.**

- 8.MEH.2.1 Evaluate the uses of defense mechanisms in terms of whether they are healthy or unhealthy.
- 8.MEH.2.2 Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).

#### **8.MEH.3 Apply help-seeking strategies for depression and mental disorders.**

- 8.MEH.3.1 Recognize signs and symptoms of hurting self or others.
- 8.MEH.3.2 Implement a plan for seeking adult help for peers who express symptoms of self-injury or suicidal intent.

### PERSONAL AND CONSUMER HEALTH

---

#### **8.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.**

- 8.PCH.1.1 Classify the risk factors (based on risk behaviors) begun in childhood and adolescence associated with leading and premature causes of death.
- 8.PCH.1.2 Explain behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common conditions (asthma, allergies, diabetes, and epilepsy).
- 8.PCH.1.3 Interpret health appraisal data to assess personal risks for preventable disease.

### **8.PCH.2 Evaluate health information and products.**

8.PCH.2.1 Critique medical information resources in terms of reliability, unreliability, accuracy, and significance.

8.PCH.2.2 Judge the effects of popular fads on health (tattooing, piercing, artificial fingernails).

### **8.PCH.3 Analyze measures necessary to protect the environment.**

8.PCH.3.1 Outline the potential health consequences of global environmental problems.

8.PCH.3.2 Explain the impact of personal behaviors on the environment, both positively and negatively.

### **8.PCH.4 Analyze necessary steps to prevent and respond to unintentional injury.**

8.PCH.4.1 Execute the Heimlich maneuver on a mannequin.

8.PCH.4.2 Demonstrate basic CPR techniques and procedures on a mannequin and pass a Red Cross or American Heart Association approved test of CPR skills.

## **INTERPERSONAL COMMUNICATION AND RELATIONSHIPS**

---

### **8.ICR.1 Understand healthy and effective interpersonal communication and relationships.**

8.ICR.1.1 Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.

8.ICR.1.2 Identify the reasons that people engage in violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and resources for seeking help.

8.ICR.1.3 Explain the effects of tolerance and intolerance on individuals and society.

8.ICR.1.4 Illustrate communication skills that build and maintain healthy relationships.

8.ICR.1.5 Use decision-making strategies appropriate for responding to unknown people via the Internet, telephone, and face-to-face.

8.ICR.1.6 Recognize resources that can be used to deal with unhealthy relationships.

### **8.ICR.2 Remember that abstinence from sexual activity outside of marriage means a positive choice for young people.**

8.ICR.2.1 Recall abstinence as voluntarily refraining from intimate sexual behavior that could lead to unintended pregnancy and disease.

8.ICR.2.2 Recall skills and strategies for abstaining from sexual activity outside of marriage.

### **8.ICR.3 Analyze strategies that develop and maintain reproductive and sexual health.**

8.ICR.3.1 Explain the health, legal, financial, and social consequences of adolescent and unintended pregnancy and the advantages of delaying parenthood.

8.ICR.3.2 Evaluate methods of FDA-approved contraceptives in terms of their safety and their effectiveness in preventing unintended pregnancy.

8.ICR.3.3 Select family, school, and community resources for the prevention of sexual risk taking through abstinence and safer sex practices.

8.ICR.3.4 Summarize ways to avoid being a victim or perpetrator of sexual abuse via digital media (including social network sites, texting, and cell phone).

## NUTRITION AND PHYSICAL ACTIVITY

---

### **8.NPA.1 Apply tools (Body Mass Index, Dietary Guidelines) to plan healthy nutrition and fitness.**

8.NPA.1.1 Interpret the Body Mass Index in terms of body composition and healthy weight, underweight, overweight and obesity.

8.NPA.1.2 Summarize the benefit of consuming adequate amounts of vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water in a variety of foods.

8.NPA.1.3 Implement meal plans that are consistent with the Dietary Guidelines.

### **8.NPA.2 Create strategies to consume a variety of nutrient dense foods and beverages in moderation.**

8.NPA.2.1 Plan healthy personal eating strategies with attention to caloric intake and expenditure.

8.NPA.2.2 Generate a healthful eating plan incorporating food choices inside and outside the home setting.

### **8.NPA.3 Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.**

8.NPA.3.1 Identify media and peer pressures that result in unhealthy weight control (eating disorders, fad dieting, excessive exercise, smoking).

8.NPA.3.2 Differentiate the signs, symptoms, and consequences of common eating disorders from more healthy eating behaviors.

8.NPA.3.3 Use strategies to advocate for those who are at risk for eating disorders or poor nutrition.

### **8.NPA.4 Analyze plans for lifelong nutrition and health-related fitness to enhance quality of life.**

8.NPA.4.1 Outline strategies that can be used to overcome barriers to healthy eating.

8.NPA.4.2 Differentiate methods of food preparation in terms of their health and safety.

8.NPA.4.3 Summarize the benefits of regular physical activity.

## ALCOHOL, TOBACCO, AND OTHER DRUGS

---

### **8.ATOD.1 Analyze influences related to alcohol, tobacco, and other drug use and avoidance.**

8.ATOD.1.1 Analyze policies and laws related to the sale and use of tobacco products in terms of their purposes and benefits.

8.ATOD.1.2 Predict the potential effect of anti-tobacco messages on the use of tobacco by youth and adults.

### **8.ATOD.2 Understand the health risks associated with alcohol, tobacco, and other drug use.**

8.ATOD.2.1 Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.

8.ATOD.2.2 Evaluate the magnitude and likelihood of the risks associated with the use of performance-enhancing drugs.

**8.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.**

8.ATOD.3.1 Use strategies to avoid riding in a car with someone impaired by alcohol or drugs.

8.ATOD.3.2 Identify positive alternatives to the use of alcohol and drugs.

8.ATOD.3.3 Use advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others.

## **MOTOR SKILL DEVELOPMENT**

---

**8.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.**

PE.8.MS.1.1 Execute proficiency in some complex combinations of movement specific to game, sport, or physical activity settings in at least two of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance and gymnastics.

PE.8.MS.1.2 Analyze fundamental motor skills and specialized skills that contribute to movement proficiency in small sided game situations.

PE.8.MS.1.3 Apply basic strategy and tactics that contribute to successful participation.

PE.8.MS.1.4 Use movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.

## **MOVEMENT CONCEPTS**

---

**8.MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.**

PE.8.MC.2.1 Integrate increasingly complex discipline-specific knowledge, such as biomechanics, with movement skills.

PE.8.MC.2.2 Compare movement concepts and principles and critical elements of activity of performances representing different levels of skill.

PE.8.MC.2.3 Integrate strategies and tactics within game play.

PE.8.MC.2.4 Generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills.

## **HEALTH-RELATED FITNESS**

---

**8.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.**

PE.8.HF.3.1 Evaluate progress toward achieving health-related fitness standards, using the results to make improvements.

PE.8.HF.3.2 Summarize the potential short and long-term physical, social, and emotional impacts of physical activity as a positive lifestyle choice.

PE.8.HF.3.3 Use a variety of resources to assess, monitor, and improve personal fitness.

## PERSONAL/SOCIAL RESPONSIBILITY

---

### ***8.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.***

PE.8.PR.4.1 Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.

PE.8.PR.4.2 Exemplify well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

PE.8.PR.4.3 Compare factors in different cultures that influence the choice of physical activity and nutrition.

Visit [NC Department of Public Instruction](http://www.ncdehhs.gov/ncscos) for NC Standard Course of Study (NCSCOS) documents.