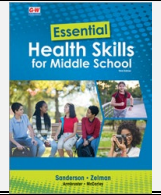
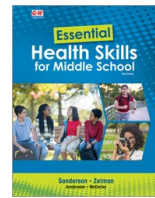


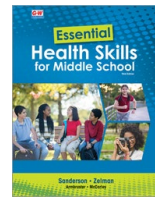
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Correlating Essential Health Skills Middle School © (2023)
to Virginia Standards for Public Schools
Course: Health Education – Grade 8**



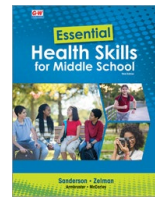
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| Essential Health Concepts 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health. | | |
| Body Systems | | |
| 8.1.a | Identify and describe the major structures and functions of the brain and nervous system and identify brain and nervous system disorders. | 63-68, 64 Figure 2.22 Lobe of the Brain, 66 Figure 2.23 Spinal Cord, 280 Figure 9.4 Effects of Nicotine on the Body, 311, 313 Figure 10.6 Alcohol on Brain Function, 341, 344, 386 |
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| 8.1.b | Determine the nutrients needed for proper brain function. | 195-203, 201 Figure 7.8 Types and Function of Vitamins |
| 8.1.c | Examine the health risks posed by food contaminants during food preparation and food storage. | 216, 394-395, 395 Figure 12.24 Food Sanitation Practices. |
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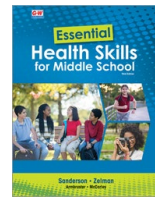
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| 8.1.h | Identify environmental and personal factors that influence the degree of risk of diabetes, heart disease, cancer, obesity, and stroke. | 445-454, 445 Figure 14.1 Humans Affect the Environment, 448 Figure 14.6 Climate Change and Flooding, 449 Figure The Path of Runoff, 456-466, 458 Figure 14.17 Environmental Protection Hierarchy, 459 Figure 14.18 Renewable Energy, 461 Building Your Skills |
| Substance Abuse Prevention | | |
| 8.1.i | Describe the short-and long-term health issues and effects on the brain related to the use of alcohol, tobacco, nicotine products, and other drugs, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs. | 279-283, 280 Figure 9.4 Effects of Nicotine on the Body, 281 Figure 9.6 Harmful Chemical-Vapor Device, 311-313, 311 Figure 10.3 Stages of Substance Use, 344-347, 347 Figure 11.9 Link Between Depression and Drug abuse |
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| 8.1.k | Explain the need for school safety drills and procedures. | 418-419 |
| 8.1.l | Identify risky behaviors associated with Internet use, online gaming, and social media use. | 420-423, 420 Figure 13.14 Examples of Personal Information, 421 Case Study |
| 8.1.m | Identify the benefits and risks of social media. | 420-423, 420 Figure 13.14 Examples of Personal Information, 421 Case Study |
| 8.1.n | Describe how to assess levels of stress based on physical and psychological responses. | 17, 20, 132, 142, 182, 185, 356 |
| 8.1.o | List the skills and strategies for refusal and negotiation. | 25, 299-300, 325, 358-360, 485-486, 590-591, 625 |
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| 8.1.p | Describe characteristics of healthy and unhealthy relationships, including establishing and communicating boundaries. | 476-477, 477 Figure 15.3 Signs of an Unhealthy Relationship, 506-508, 508 Figure 15.30 Enforcing Your Boundaries |
| 8.1.q | Describe the warning signs, risk factors, and protective factors for self-harm behaviors, depression, and suicide. | 165-166, 170, 181-182, 231, 347 Figure 11.9 Link Between Depression and Drug abuse, 531 Figure 16.12 Risk Factors for |



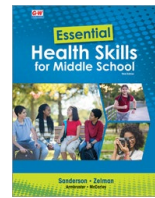
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| | | Child Abuse and Neglect, Figure 16.13 Sign of Child Abuse and Neglect |
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| 8.1.s | Identify and describe careers associated with mental health care (e.g., social worker, psychologist, psychiatrist). | 174-179, 174 Figure 6.7 Signs to Seek Professional Help, 175 Building Your Skills, 176 Figure 6.8 What Does a Therapist Do? , 177 Figure 6.9 Types of Mental Health Medications, 179 Figure 6.11 Have the Tough Conversations |
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| 8.1.t | Differentiate between bullying behaviors, arguments, peer conflict, harassment, teasing, taunting, and joking situations. | 517-526, 519 Building Your Skills, 520 Figure 16.2 Question About Bullying, 524 Figure 16.5 Strategies for Responding to Cyberbullying |
| 8.1.u | Identify the consequences of weapon use, physical violence, and gang involvement. | 418-419, 538-539 |
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| 8.1.v | Define and describe renewable resources and sustainable energy. | 456-466, 458 Figure 14.17 Environmental Protection Hierarchy, 459 Figure 14.18 Renewable Energy, 461 Building Your Skills |
| Healthy Decision 8.2 The student will apply health concepts and skills to the management of personal and family health. | | |
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| 8.2.a | Describe ways to maintain brain and nervous system health. | 63-68 195-203 201 Figure 7.8 Types and Function of Vitamins |
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| 8.2.b | Explain how nutrients contribute to brain function. | 195-203 201 Figure 7.8 Types and Function of Vitamins |
| 8.2.c | Describe food safety techniques (e.g., hand washing, food washing, cross contamination, proper handling and storing of foods). | 216, 394-395, 395 Figure 12.24 Food Sanitation Practices. |



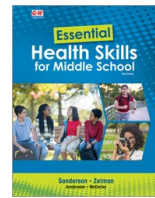
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| 8.2.d | Analyze the impact of society (i.e., media, family, peers) on eating habits and attitudes toward weight and body size. | 215 Figure 7.21 Preparing Nutritious Foods, 218-221, 218 Figure 7.23 Ideal Body Weight, 219 Figure 7.24 Body Composition, 220 Figure 7.26 Calculating BMI, 221 Figure 7.27 How Does Weight Affect Your Health |
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| 8.2.h | Describe preventive health measures, including immunizations, regular health and medical screenings, nutrition, physical activity, sleep, and limiting personal technology use, in preventing diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases. | 396-400 396 Figure 12.26 Did You Know?, 397 Building Your Skills, 398 Figure 12.27 Preventing Common Types of Cancer, 589 |
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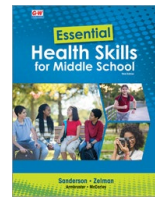
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| 8.2.m | Develop strategies to assess and manage the effects of social media use. | 420-423, 420 Figure 13.14 Examples of Personal Information, 421 Case Study |
| 8.2.n | Identify personal stress-management skills that help respond to different kinds of stress. | 17, 20, 132, 142, 143, 152-158, 155 Figure 5.21 Time-Management Strategies, 182, 185, 356 |
| 8.2.o | Explain the benefits of using refusal and negotiation skills for a variety of risk-taking situations. | 25, 299-300, 325, 358-360, 485-486, 590-591, 625 |
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| 8.2. u | Analyze the risks associated with weapon use, physical violence, and gang-related activities for oneself, the family, and the community. | 418 – 419, 538-539 |
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| 8.3.g | Create Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.) goals to get optimal sleep to promote cognitive performance and academic success. | 116-122, 116 Figure 4.13 Apps and devices to Improve Sleep, 117 Building Your Skills, 118 Figure 4.14 Napping Strategies, 119 Figure 4.15 Food and Drinks that Promote Sleep, 120 Figure 4.16 Relaxation Techniques, 120 Figure 4.17 Create Comfortable Sleep Environment |
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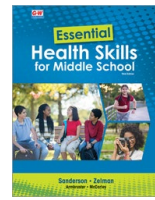
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| 8.3.m | Develop and promote guidelines for using social media. | 420-423, 420 Figure 13.14 Examples of Personal Information, 421 Case Study |
| 8.3.n | Practice and promote stress-management skills. | 17, 20, 132, 142, 143, 152-158, 155 Figure 5.21 Time-Management Strategies, 182, 185, 356 |
| 8.3.o | Analyze a variety of situations to determine when to use refusal and negotiation skills to avoid risk. | 25, 299-300, 325, 358-360, 485-486, 590-591, 625 |
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