

**California Grade-Level Emphases Map
Grade Eight**

EXPECTATION 1: STUDENTS WILL DEMONSTRATE WAYS IN WHICH THEY CAN ENHANCE AND MAINTAIN THEIR HEALTH AND WELL-BEING.

Grade 8	Skills and Behavior	Primary Citations	Supporting Citations or References
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The Human Body

▲ Practice good personal hygiene, including accepting responsibility for making those behaviors part of a normal routine.	9, 344-348, 349-353	402, 405	
▲ Recognize and accept differences in body types and maturation levels.	250, 429, 431	258, 262-263	
Recognize and avoid potentially harmful environmental conditions, such as exposure to pesticides or lead paint.	547-551		
Use protective equipment, such as goggles to protect the eyes when appropriate, or practice behaviors to protect the body, such as applying sunscreen, exercising, or making healthy food choices.	15-18, 202-207, 208-211, 220-223, 224-229, 230-235, 346-347	214-215, 244-245, 389, 402, 412, 513, 515-519	

Food Choices

▲ Make healthy food choices in a variety of settings.	193, 202-207, 208-211, 214-215	255	
▲ Compare caloric values of foods according to the percentage of fat, protein, and carbohydrate they contain.	206, 252-253	192, 209	
▲ Establish and maintain healthy eating practices.	202-207, 208-211	192-195, 255	
Select appropriate practices to maintain, lose, or gain weight according to individual needs and scientific research.	202-203, 250-255	208, 209	
Prepare a variety of healthy foods.	202-207, 208-211		
Analyze influences on food choices.	192-195	209, 238	

Physical Activity

▲ Observe safety rules during physical activities.	232-235, 239-240, 515-519	389	
▲ Develop and initiate a personal fitness plan.	230-235		

Note: ▲ denotes emphasized topic

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Obtain a sufficient amount of sleep.	14-15	8, 41, 389, 399, 478	
Explore ways to engage in out-of-school activities that promote fitness and health.	231	333	
Participate regularly in a variety of enjoyable physical activities.	220-223	231, 255	

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EXPECTATION 1 CONTINUED...

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Mental and Emotional Health

Demonstrate characteristics that contribute to self-confidence and self-esteem.	86-90		
Develop and use effective communication skills.	9, 34-38	11, 107, 123, 136–137, 184–185, 324, 459–460, 483	
Manage strong feelings and boredom.	89	109, 289	
Develop protective factors that help foster resiliency.	94	115	
Develop and use effective coping strategies, emphasizing coping with feelings of inadequacy, sadness.	87-90, 92, 100, 109		
Avoid self-destructive behaviors.	15-17	52–53, 95, 147–150	
Practice strategies for resisting negative peer pressure.	147-150	49, 52-53	
Identify risk factors for negative behaviors and develop effective strategies for counteracting these risk factors.	15-19, 25, 289	22-23, 46, 308-310, 330	
Select entertainment that promotes mental and physical health.	17	145, 231, 333	

EXPECTATION 2: STUDENTS WILL UNDERSTAND AND DEMONSTRATE BEHAVIORS THAT PREVENT DISEASE AND SPEED RECOVERY FROM ILLNESS.

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Disease Prevention

▲ Practice good personal hygiene.	344-348, 349-353	402, 405, 449	
▲ Practice positive health behaviors to reduce the risk of disease.	15, 46-47, 478	356, 358-359, 399, 423-425, 449, 457, 459	

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▲ Cooperate in regular health screenings.	64-65, 351	356, 378, 399, 405, 424	
Practice and use effective self-examination procedures.		402, 405, 485-486, 488	
Demonstrate care and concern toward ill persons in the family, the school, and the community.	12, 128, 139, 478, 502	107	
Make a commitment to abstain from sexual activity.	459	151-155, 158-159	
Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms in preventing AIDS and other sexually transmitted diseases.	CAH7		

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Treatment of Disease

Recognize symptoms of common illnesses.	454–457, 460–463, 464–465, 480–483, 491–492, 494–497	451, 458, 477, 486	
Take prescription and over-the-counter medicines properly.	270–275, 295		
Interpret correctly instructions written on medicine container labels, including information about side effects.	271–272, 295		
Determine when treatment of illness at home is appropriate and when and how to seek further help when needed.	455		
Accept responsibility for active involvement in the treatment or management of disease.	454	463, 482	

EXPECTATION 3: STUDENTS WILL PRACTICE BEHAVIORS THAT REDUCE THE RISKS OF BECOMING INVOLVED IN POTENTIALLY DANGEROUS SITUATIONS AND REACT TO POTENTIALLY DANGEROUS SITUATIONS IN WAYS THAT HELP TO PROTECT THEIR HEALTH.

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Potentially Dangerous Situations

▲ Develop and use skills to identify, avoid, and cope with potentially dangerous situations.	164–167, 172–176, 177–181, 187, 508– 513, 514– 519, 520– 523, 524– 527, 530	168–171, 289, 324, 332, 478, 540–541	
▲ Use skills to avoid, resolve, and cope with conflicts.	168–171, 172–176	164–167, 184–185	
▲ Understand and follow rules prohibiting possession of weapons at school.	174–176, 513		

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▲ Identify risk factors that reduce risks of accidents.	15–17, 508–513		
Practice safe behavior in or near motorized vehicles.	514-515	47	
Practice safe behavior in recreational activities, even in the absence of adults.	515-519	239-240	
Practice safe behavior in and near water.	517-518	522-523	
Report or obtain assistance when faced with unsafe situations.	174, 180-181	526-527	
Identify environmental factors that affect health and safety.	50, 546-551	174-176, 346-347, 423-425, 479	
Demonstrate how peers can help each other avoid and cope with potentially dangerous situations in healthy ways.	174-176, 180-181	49, 144, 147-150, 170-171, 310, 324, 329, 331-333, 460	
Use thinking and decision-making skills in high-risk situations involving the use of motor vehicles and other hazardous activities.	17, 514-515, 543	516	
▲ Recognize that the use of alcohol and other drugs plays a role in many dangerous situations.	17, 152, 276-277, 320-324	148, 317, 514	

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EXPECTATION 3 CONTINUED....

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Alcohol, Tobacco, and Other Drugs

▲ Develop and use interpersonal and communication skills (e.g., assertiveness, refusal, negotiation, and conflict resolution).	34–38, 147–150, 168– 171,310	123, 184– 185,300, 324, 384, 459–460	
▲ Differentiate between the use and misuse of prescription and nonprescription drugs.	270–275, 276–280, 281–285		
▲ Avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs.	286–289, 308–310, 330–333	147–150	
▲ Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.	287–289, 310, 327– 329, 333	147–150	
▲ Identify and participate in positive alternative activities, such as alcohol-, tobacco-, and drug-free events.	278, 289, 310–311, 333	147–150	
Exercise self-control.	18	94, 152, 166	
Distinguish between helpful and harmful substances.	241, 270– 275, 276– 280, 281– 285, 300– 301, 320– 324		
Use positive peer pressure to help counteract the negative effects of living in an environment where alcohol, tobacco, or other drug abuse or dependency exists.	295, 317, 328–329	147–150	

Child Abuse, Including Sexual Exploitation

▲ Recognize and avoid situations that can increase risk of abuse.	175–176, 177–181, 187		
Identify ways to seek assistance if worried, abused, or threatened.	101–105, 180–181	47, 175– 176	

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Avoid, recognize, and respond to negative social influences and pressure to become sexually active, including applying refusal skills when appropriate.	37–38, 151-155, 459–460	147-150, 158-159	
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Emergencies

▲ Recognize emergencies and respond appropriately, including demonstrating proficiency in basic first-aid procedures.	524–527, 528–532	520–523, 533–537	
Develop and maintain with other family members a personal and family emergency plan, including maintaining supplies for emergencies.	512, 524– 525		

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EXPECTATION 4: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PLAY A POSITIVE, ACTIVE ROLE IN PROMOTING THE HEALTH OF THEIR FAMILIES.

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Roles of Family Members

▲	Demonstrate ways to help support positive family interactions.	12, 126-128	122
▲	Develop and use effective communication skills, including talking openly and honestly with parents when problems arise and discussing with parents questions about sexuality.	152-153	34–38, 123, 128
▲	Practice health-promoting behaviors within the family.	125, 128	359, 512
	Support and value all family members.	128	125
	Complete self-initiated activities beyond assigned chores to help support the family.	122, 128	
	Identify safety hazards in the home and help to remove them.	274	509-512

Change Within the Family

▲	Use effective strategies to cope with change within the family, such as seeking assistance from a parent, a trusted adult, a support system, or counseling when needed.	47, 98, 126–128	
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EXPECTATION 5: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PROMOTE POSITIVE HEALTH PRACTICES WITHIN THE SCHOOL AND COMMUNITY, INCLUDING HOW TO CULTIVATE POSITIVE RELATIONSHIPS WITH THEIR PEERS.

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Friendship and Peer Relationships

▲ Know and use appropriate ways to make new friends.	142-143		
▲ Demonstrate positive actions toward others.	118	11, 122, 143-144	
▲ Resolve conflicts in a positive, constructive way.	164-167, 167-171	184-185, 436-437	
▲ Demonstrate how to resist negative peer pressure.	147-150	49, 52-53, 144, 459-460, 540-541	
▲ Avoid demeaning statements directed toward others.	123	34	
▲ Interact effectively with many different people.	5, 123	34-38, 145, 324	
▲ Promote positive health behaviors among peers.	147	12, 49, 214-215, 359, 459-460, 478, 540-541	
Demonstrate acceptable methods of gaining attention.	123	31	
Demonstrate acceptable ways to show or express feelings.	91-95, 153	9, 145-146, 148-150, 459	
▲ Help peers know when they should seek help from a parent or other trusted adult.	99-100, 179-181, 258-259	104-105	

School and Community-Based Efforts to Promote and Protect Health

▲ Understand and follow school rules related to health.	122-123, 174, 176, 513		
▲ Participate in school efforts to promote health.	122-123	174	
▲ Assume responsibility for helping to take care of the school.	12-13, 123	150, 174	
Participate in community efforts to address local health and environmental issues.	12-13, 74		

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Encourage others to become involved in health-promotion efforts at school.	123, 174	150	
Analyze the impact of laws, policies, and practices on health-related issues.	72-74	66	
Encourage others to become involved in health-promotion efforts at many different levels.	62, 123	174	
Access appropriately services available within the community.	66, 287-288	45, 311, 327-328	
Contribute to the strengthening of health-related policies at school.	123	174	

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EXPECTATION 6: STUDENTS WILL UNDERSTAND THE VARIETY OF PHYSICAL, MENTAL, EMOTIONAL, AND SOCIAL CHANGES THAT OCCUR THROUGHOUT LIFE.

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Life Cycle

▲	Practice good personal hygiene, paying particular attention to the changing needs of adolescents.	345-346	344, 347–348, 349–353, 402, 405
▲	Manage feelings appropriately.	89-90, 92-95	
▲	Develop and use effective communication skills to discuss with parents or other trusted adults the changes that occur during adolescence.	9, 13	98, 127, 430
	Recognize fluctuations in emotions.	430	11, 92, 112–113
	Practice behaviors that will provide the option of healthy parenting later in life, such as avoidance of substance abuse.	322-323	28, 31–32, 154, 285–289, 314–315, 423–425, 459

EXPECTATION 7: STUDENTS WILL UNDERSTAND AND ACCEPT INDIVIDUAL DIFFERENCES IN GROWTH AND DEVELOPMENT.

Grade 8	Skills and Behavior	Primary Citations	Supporting Citations or References
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Growth and Development

▲	Demonstrate an understanding of individual differences.	139, 362-363	123
▲	Develop a realistic body image.	250–251, 256–259	9, 112-113, 262-263, 362-363
	Recognize problems associated with not having a realistic body image.	254-255, 256–259	262-263, 362-363
▲	Recognize the effects of performance-altering substances and avoid the use of those substances.	240-241, 286-289	

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Adapt group activities to include a variety of students.	145-146		
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Mental and Emotional Development

▲ Identify, express, and manage feelings appropriately.	91-95	153	
▲ Develop and use effective communication skills.	92-95	11, 34–38, 107, 123, 136-137, 184–185, 324, 459– 460, 483, 540-541	
▲ Use coping strategies, including time-management skills.	39, 43	41	
Recognize one's own strengths and limitations.	89	87, 240	
Develop a focus on the future.	28	29–33, 154- 155, 230, 314–315	

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EXPECTATION 8: STUDENTS WILL UNDERSTAND THEIR DEVELOPING SEXUALITY, WILL CHOOSE TO ABSTAIN FROM SEXUAL ACTIVITY, WILL LEARN ABOUT PROTECTING THEIR SEXUAL HEALTH, AND WILL TREAT THE SEXUALITY OF OTHERS WITH RESPECT.

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	▲ Develop and use effective communication skills, including the ability to discuss with parents questions on sexuality.	152-153	34-38	
	▲ Identify appropriate ways to show affection.	153	123, 145-146	
	▲ Use good judgment to recognize and avoid situations that could lead to subsequent sexual activity.	17, 151-155, 176, 459		
	▲ Practice behaviors that support the decision to abstain from sexual activity.	17, 176, 459-460	148-150, 151-155, 158-159	
	▲ Demonstrate assertive and refusal skills and apply those skills to situations involving pressure to be sexually active.	37-38, 459-460, 463	147-150, 151-155	
	Avoid, recognize, and respond to negative social influences and pressure to become sexually active.	151-155, 459-460	463	
	Identify ways to seek assistance if abused.	180-181	177-179	
	Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing pregnancy and sexually transmitted diseases.	CAH7, CAH8		

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EXPECTATION 9: STUDENTS WILL IDENTIFY INFORMATION, PRODUCTS, AND SERVICES THAT MAY BE HELPFUL OR HARMFUL TO THEIR HEALTH.

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Products and Services/Food Choices

▲ Identify a variety of consumer influences and analyze how those influences affect decisions.	58–62, 192-195,	78-79, 309	
▲ Use critical-thinking skills to analyze marketing and advertising techniques and their influences.	59–60, 70, 81	46, 78-79, 193, 238, 310	
▲ Identify appropriate sources of health services for a variety of illnesses.	64–67, 412		
▲ Develop and apply criteria for the selection or rejection of health products, services, and information.	58–62, 81, 201	68–71, 78–79	
Recognize helpful products and services.	58-60	73, 78-79	
Seek care from the school nurse or school-linked services when appropriate.	104-105	47, 64, 179	
▲ Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection.	195, 209	59–60, 193	
Use labels to compare the contents of food products.	206–207		
Use valid nutrition information to make healthy food choices.	202–207	193, 201	
Use unit pricing to determine the most economical purchases.	195	204	
Develop basic food-preparation skills, including sanitary food preparation and storage.	203	207	
Use effective consumer skills to purchase healthy foods within budget constraints.	204	193	
Use critical-thinking skills to distinguish facts from fallacies concerning the nutritional value of foods.	201	60, 192, 238	
Adapt recipes to make them more healthy by lowering fat, salt, or sugar and increasing fiber.	211	203, 293	
Use critical-thinking skills to analyze weight modification practices and select appropriate practices to maintain, lose, or gain weight.	250-255		