



8 th Grade	Unit : Family Life	3 rd Quarter	Approx. 10 days
-----------------------	--------------------	-------------------------	-----------------

Virginia Standards:

8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include

a) the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;

g) the risk factors associated with communicable and non-communicable diseases

f) Explain the roles of preventive health measures, immunization, and treatment in disease prevention.

m) Identify the benefits and risks of social networking

8.2 The student will apply health concepts and skills to the management of personal and family health.

a) Identify brain and nervous system disorders.

b) Describe ways to maintain brain and nervous system health.

n) Evaluate the importance of developing relationships that are positive and promote wellness.

8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

a) Design strategies to protect and promote brain and nervous system health.

Family Life Standards:

8.1 The student will relate stages of human development to his or her own developmental level.

Descriptive Statement: The student learns that people change as they age, according to their developmental level--physically, mentally, and emotionally. Physical development and human anatomy are reviewed. Stages of mental and emotional development are presented in relation to the student's present developmental level with the goal of increasing his or her self-understanding and self-acceptance--now and in the future. Commonly accepted theories of personal development are presented as they relate to the student's own development.

8.2 The student will recognize the development of sexuality as an aspect of the total personality.

Descriptive Statement: The primary factor to be presented is the development of one's own sexual identity.

8.3 The student will become aware of the need to think through decisions and to take responsibility for them.

Descriptive Statement: The impact of present decisions on future opportunities and personal development is stressed. Instruction also includes support skills for the decision-making process--assertive communication, identification of personal conflicts, positive mental health practices, and conflict resolution. Lifelong educational, career, and personal development goals are examined in relation to present decisions and to options available to males and females at various stages of their lives. Students will discuss the impact of personal information posted on social networking sites such as MySpace, Facebook or Twitter on future goals.

8.4 The student will identify the issues associated with friendships.

Descriptive Statement: The student accomplishes this by reviewing the characteristics of appropriate and inappropriate friendships, by discussing the qualities of a good friend, and by relating the characteristics to changes as one continues to advance through the growth and development process.

8.5 The student will recognize the nature of dating during adolescence.

Descriptive Statement: Content includes the need for belonging, love, and affection, and the search for one's own identity. In addition, students examine the difference between love and infatuation and become aware that one learns about oneself



from every relationship, and these experiences prepare one for the challenges and responsibilities of marriage. The student will also recognize warning signs and characteristics of potentially abusive dating relationships and negative mental health practices.

8.6 The student will interpret the messages in society related to sexuality.

Descriptive Statement: Students continue to discover and analyze messages about sexuality found in advertising media, music and videos, television, films, the internet, printed materials, and graffiti. Students also determine the impact of these messages on themselves and others and review how to counteract negative effects. Positive alternatives to media immersion are discussed. Students will demonstrate how these messages affect mental health issues related to sexuality.

8.7 The student will describe strategies for saying "no" to premarital sexual relations.

Descriptive Statements: The emphasis is on strengthening self-confidence and reinforcing assertive skills and decision-making skills. Students learn why and how to say “no” to premarital sexual relations and to situations that challenge their own values, how to manage peer pressure, and how to manage their own sexual feelings.

8.8 The student will develop the coping skills needed to deal with stress.

Descriptive Statement: Students identify possible sources of stress (for example, parental, peer, and school pressures; teenage pregnancy; and fear of HIV); and the positive and negative ways in which individuals deal with these sources of stress. The point is made, however, that stress cannot be avoided and that it is not all negative. Information is provided to counteract negative approaches to dealing with stress, such as alcohol, drugs, and suicide. Students learn positive physical and mental techniques for coping with stress (for example, exercise and sports, creative arts, religious activities and youth groups, and career-development and life-management activities).

8.9 The student will identify the stresses related to changing relationships in the home, school, and community.

Descriptive Statement: Emphasis is placed on the grief and adjustment processes associated with loss or change resulting from such circumstances as illness, a disabling condition, death, separation, divorce, loss of friendship, loss of income, or coping with substance abuse. The point is made, however, that changes may bring new opportunities to form friendships and to engage in new activities; that some relationships contain normal amounts of stress, especially in adolescents; and that stress is usually only temporary. The student will utilize positive mental health practices in stress management.

8.10 The student will analyze the issues related to teenage pregnancy.

Descriptive Statement: The physical, social, emotional, legal, financial, educational, psychological and nutritional implications of teenage pregnancy are discussed. The roles of and impact on the teenage mother and father are identified.

8.11 The student will review facts about pregnancy prevention and disease control.

Descriptive Statement: Methods of contraception are analyzed in terms of their effectiveness in preventing pregnancy and the spread of disease. Abstinence is emphasized as the only method that is 100 percent effective in preventing pregnancy and sexually transmitted infections.

8.12 The student will describe the effects of alcohol and drug use and abuse on families and peer relationships.

Descriptive Statement: The effects of substance use and abuse on judgment within the peer group in terms of social and sexual behavior are analyzed. The effects of such use and abuse within the family also are emphasized, including family and sexual violence.

8.13 The student will identify the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, and molestation.

Descriptive Statement: Content includes developing assertive skills, resolving conflict, avoiding risk situations and saying "no." Characteristics of dating violence, electronic harassment, and abusive relationships will be discussed. Information on referral services and legal implications are also provided. 33

8.14 The student will recall the ways in which the HIV virus is transmitted and prevented.

Descriptive Statement: This involves describing behaviors that put one at risk; dispelling myths regarding the transmission of the infection; and stressing abstinence from risky behavior. The use of condoms in preventing the spread of HIV is discussed.

Unit Understandings	Unit Essential Questions
Students will investigate and understand....	Students will answer ...



<ul style="list-style-type: none"> • Understanding and using physical health information promotes and improves lifelong health and decision making. • Participating in health relationships will improve one’s physical, social, and emotional well being. 	<ul style="list-style-type: none"> • How can learning about your body improve your health? • How do social and cultural norms affect your physical health choices? • How can life choices affect your health? • What is a healthy relationship? • How does the media and technology influence your relationships? • How important are relationships when making lifestyle choices?
<p>Students will be able to...</p>	
<ul style="list-style-type: none"> • Appropriate ways to handle peer pressure. • Analyze how messages from media influence health behaviors. • Understanding the roles, duties and responsibility of family members, peers and community. • Identify strategies and skills for living a healthy and fulfilling life. • Differentiate between positive and negative consequences of actions. • Identify changes in human growth and development. • Identify causes, symptoms, treatment, prevention and transmission of diseases. 	
<p style="text-align: center;">Background Standards</p>	
<p>F.L. 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14, 7.15</p>	
<p style="text-align: center;">Cross Curricular Connections</p>	
<p style="text-align: center;">Key Terms or People</p>	
<p>Abstinence Need for Belonging, Love, Affection, Infatuation, Sexual Identity Hormonal Methods of Contraception Barrier Methods of Contraception Spermicidal Methods of Contraception Intrauterine Methods of Contraception Sexting</p>	



Resources/Equipment

Educational Videos- Safari Montage, Discovery Education
 PowerPoint
 CDC website

Assessment Evidence

Performance Task:
 Written Assessments
 Projects: Perfect Date Assignment

Other Evidence:

Learning Plans

Dating during Adolescence
 Abstinence
 Teenage Pregnancy
 Review of Sexually Transmitted Infections and HIV/AIDS
 Methods of Contraception
 Media Influences and Social Media Influences

Understanding the Standard

Background Information for Instructor Use Only

This box can be eliminated if not applicable,...

