

## Catholic Identity Standards

**8.1 Catholic identity standards.** The student understands and integrates the content of what is learned into their faith and daily life.\*

- 8.1A recognize that every human life is sacred because each person is created and loved by God\*
- 8.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts\*
- 8.1C recognize and oppose unjust social structures and work toward justice for all\*
- 8.1D see God at work in all things and as expressed in the sacraments\*
- 8.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith\*

## Physical Health

**8.2 Physical health.** The student demonstrates knowledge and skills to make healthy decisions that reduce health risk and enhance health.

Application	Instructional Focus
<b>8.2A Body Systems</b> examine the structure, function, and relationships of body systems and their relevance to personal health	8.2A.1 identify the major structures and functions of the brain and nervous system 8.2A.2 describe ways to maintain brain and nervous system health
<b>8.2B Nutrition</b> identify and explain healthy eating strategies for enhancing and maintaining personal health	8.2B.1 determine nutrients needed for proper brain function 8.2B.2 examine the health risks of food contaminants during food preparation and storage, describe food safety techniques 8.2B.3 identify the nutritional impact of disordered eating and promote resources for help and assistance with disordered eating 8.2B.4 compare the health benefits, risks, and accuracy of claims associated with trending diets, dietary supplements, and popular beverages 8.2B.5 analyze the impact of society on eating habits
<b>8.2C Physical Health</b> obtain, process, and understand basic physical activity information needed to make health promoting decisions	8.2C.1 evaluate the physical, mental, and social health benefits of physical activity assessing the health risks of a sedentary lifestyle

## Mental Health and Wellness

**8.3 Mental health and wellness.** The student will apply strategies to develop socio-emotional health, self-regulation, and healthy relationships.

Application	Instructional Focus
<b>8.3A Mental Wellness/Social Emotional Skills</b> identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	8.3A.1 identify factors that can influence mental health 8.3A.2 describe careers associated with mental health care 8.3A.3 describe the warning signs, risk factors, and protective factors for self-harm behaviors 8.3A.4 identify, recognize, and promote family, school, and community resources for helping oneself and others with mental health needs 8.3A.5 explain and demonstrate the importance of developing relationships that are positive, safe, and respectful

## Safety and Prevention

**8.4 Safety and prevention.** The student describes ways to prevent common childhood injuries and health problems.

Application	Instructional Focus
<b>8.4A Disease Prevention</b> understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make decisions	8.4A.1 explain the difference between rest, sleep, sleep deprivation, and sleep debt 8.4A.2 create Specific, Memorable, Attainable, Relevant, and Timely (S.M.A.R.T.) goals to get optimal sleep 8.4A.3 identify environmental and personal factors that influence the degree of disease risk
<b>8.4B Safety &amp; Injury Prevention</b> identify and demonstrate safety and first aid knowledge to prevent and treat injuries	8.4B.1 identify risky behaviors and the role of decision making associated with Internet use, online gaming, and social media 8.4B.2 describe how to assess levels of stress based on physical and psychological responses and practice and promote stress-management skills
<b>8.4C Violence Prevention</b> understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	8.4C.1 differentiate between bullying behaviors, arguments, peer conflict, harassment, teasing, taunting, and joking situations 8.4C.2 explain the effects of bullying on individuals 8.4C.3 recommend and demonstrate strategies to develop positive relationships

<p><b>8.4D Substance Abuse Prevention</b> understand the difference between use and misuse of different substances and their impact on health</p>	<p>8.4D.1 describe the short- and long-term health issues and effects on the brain, relationships, and behavior related to the use of alcohol, tobacco, nicotine products, and other drugs</p> <p>8.4D.2 analyze the social, economic, and family and peer pressure influences on the use of tobacco, nicotine products (e.g., e-cigarettes), alcohol, marijuana, and other drugs</p> <p>8.4D.3 express positive norms regarding why most teenagers do not use alcohol, tobacco, prescription drugs (e.g., do not think use and abuse are acceptable or appropriate)</p>
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Environmental Health	
8.5 Community and environmental health. The student explains the environmental impact on health.	
Application	Instructional Focus
<p><b>8.5A Community Health</b> describe ways in which safe and healthy school and community environments can promote personal health</p>	<p>8.5A.1 define and describe renewable resources and sustainable energy</p> <p>8.5A.2 explain how humans and the environment are interdependent</p> <p>8.5A.3 analyze opportunities for community service and advocacy for policies that promote environmental health</p>