



## Moscow School District #281

### Mastery Learning Map

| 8 <sup>th</sup> Grade Health  |   |
|---|---|
| <p><b>1. Competency Statements for Core Concepts</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p> | <p><b><i>Students will comprehend concepts related to health promotion and disease prevention to enhance health</i></b></p>   |
|   | <p>The Learner will:</p> <ol style="list-style-type: none"> <li>1. Analyze the relationship between behaviors, body systems, and wellness.</li> <li>2. Describe the interrelationships of mental, emotional, physical, and social health in adolescence.</li> <li>3. Analyze how the environment, environmental exposure (e.g., second hand smoke/vapors) and personal health are related.</li> <li>4. Describe how family history can affect personal health.</li> <li>5. Describe ways to reduce or prevent injuries and adolescent health problems.</li> <li>6. Explain how appropriate health care can promote wellness.</li> <li>7. Describe the benefits of and barriers to practicing healthy behaviors.</li> <li>8. Examine the consequences and the likelihood of injury or illness if engaging in unhealthy behaviors.</li> </ol> |
| National Standards  | 6-8.H.1.1.1; 6-8.H.1.1.2; 6-8.H.1.1.3; 6-8.H.1.1.4; 6-8.H.1.1.5; 6-8.H.1.1.6; 6-8.H.1.1.7; 6-8.H.1.1.8  |

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| <p><b>2. Competency Statements for Analyzing Influences</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p> | <p><b><i>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior</i></b></p>   |
|  | <p>The Learner will:</p> <ol style="list-style-type: none"> <li>1. Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors (e.g., social norms).</li> <li>2. Analyze the influence of media and technology on personal and family health (e.g., social media and internet safety and responsibility).</li> <li>3. Explain the influence of personal values and beliefs on individual health practices and behaviors.</li> </ol> |
| National Standards   | 6-8.H.2.1.1; 6-8.H.2.1.2; 6-8.H.2.1.3   |

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| <b>3. Competency Statements for Accessing Information</b>  | <b><i>Students will demonstrate the ability to access valid information, products, and services to enhance health.</i></b>  |
| <b><i>“Learning Targets”</i></b><br><i>are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i> | The Learner will: <ol style="list-style-type: none"><li>1. Analyze the validity of healthy information, products, and services.</li><li>2. Access valid health information from home, school, and community.</li><li>3. Locate reliable and valid health products and services and determine accessibility.</li></ol> |
| <b>National Standards</b>  | 6-8.H.3.1.1; 6-8.H.3.1.2; 6-8.H.3.1.3   |

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| <p><b>4. Competency Statements for Interpersonal Communication</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p> | <p><b><i>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</i></b></p> <p>The Learner will:</p> <ol style="list-style-type: none"><li>1. Apply effective verbal and nonverbal communication skills to enhance health.</li><li>2. Demonstrate refusal and negotiation skills that avoid or reduce health risks.</li><li>3. Demonstrate effective conflict management or resolution strategies.</li></ol> |
| <b>National Standards</b>   | 6-8.H.4.1.1; 6-8.H.4.1.2; 6-8.H.4.1.3   |

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| <p><b>5. Competency Statements for Decision Making</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p> | <p><b><i>Students will demonstrate the ability to use decision-making skills to enhance health.</i></b></p>  |
|   | <p>The Learner will:</p> <ol style="list-style-type: none"> <li>1. Identify circumstances that can help or hinder healthy decision-making.</li> <li>2. Determine when health-related situations require the application of a thoughtful decision-making process (e.g., alcohol, tobacco and other drug use and consequences of a criminal record, recreational safety, texting, social media and general online presence, physical activity, nutritional choices).</li> <li>3. Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</li> </ol> |
| National Standards  | 6-8.H.5.1.1; 6-8.H.5.1.2; 6-8.H.5.1.4  |

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| <p><b>6. Competency Statements for Goal Setting</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p> | <p><b><i>Students will demonstrate the ability to use goal-setting skills to enhance health.</i></b></p>  |
|  | <p>The Learner will:</p> <ol style="list-style-type: none"> <li>1. Assess personal health practices.</li> <li>2. Develop a goal to adopt, maintain, or improve a personal health practice.</li> <li>3. Apply effective strategies and skills needed to attain a personal health goal (e.g., S.M.A.R.T. goal setting strategy).</li> </ol> |
| National Standards   | 6-8.H.6.1.1; 6-8.H.6.1.2; 6-8.H.6.1.3   |

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| <b>7. Competency Statements for Practicing Healthy Behavior</b><br><br><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i> | <b><i>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</i></b>   |
|  | The Learner will: <ol style="list-style-type: none"><li>1. Explain the importance of assuming responsibility for personal health behaviors.</li><li>2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</li><li>3. Demonstrate behaviors that avoid or reduce health risks to self and others.</li><li>4. Explain the importance of personal hygiene, self-care, food behavior, and physical activity.</li></ol> |
| National Standards   | 6-8.H.7.1.1; 6-8.H.7.1.2; 6-8.H.7.1.3; 6-8 H.7.1.4   |

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#### 8. Competency Statements for Advocacy

*“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*

***Students will demonstrate the ability to advocate for personal, family, and community health.***

The Learner will:

1. State a health-enhancing position on a topic and support it with accurate information.
2. Demonstrate how to influence and support others to make positive health choices.
3. Work cooperatively to advocate for the health of individuals, families, schools, and the community.

National Standards

6-8.H.8.1.1; 6-8.H.8.1.2; 6-8.H.8.1.3