



Community Consolidated School District 46

565 Frederick Road, Grayslake, IL 60030

25-26 Eighth Grade Health Priority Standards

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For Health in Eighth Grade, all students will receive one session that covers all Health Education Priority Standards. During a students' assigned session, they may not attend Physical Education, but Health Class instead.

Cycle 1 Mental & Emotional Health	Cycle 2 Violence & Injury Prevention Tobacco, Alcohol & Other Drug Prevention	Cycle 3 Human Growth & Development
22.A.3a: Identify and describe ways to reduce health risks common to adolescents (e.g. exercise, diet, refusal of harmful substances).	22.D.3a: Identify and communicate with others within your school, family, and community regarding health issues.	22.A.3a: Identify and describe ways to reduce health risks common to adolescents (e.g. exercise, diet, refusal of harmful substances).
22.D.3a: Identify and communicate with others within your school, family, and community regarding health issues.	23.B.3a: Explain the effects of health related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).	23.A.3a: Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system, muscular/skeletal systems [movement] and structure of the brain).
23.C.3a: Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).	23.C.3a: Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).	24.C.3a: Apply refusal and negotiation skills to potentially harmful situations.
24.B.3a: Apply a decision-making process to an individual health concern.	24.A.3a: Describe possible causes and consequences of conflict and violence among youth in schools and communities.	
24.C.3a: Apply refusal and negotiation skills to potentially harmful situations.	24.B.3a: Apply a decision-making process to an individual health concern.	
	24.C.3a: Apply refusal and negotiation skills to potentially harmful situations.	

Per ISBE, Families Can Opt Out of Only the following content. Families must opt out in writing (or email) each school year.

- Comprehensive Sex Ed
- Family Life Class
- HIV/AIDS and STIs
- Avoiding sexual abuse / Erin's Law
- Instruction on organ/tissue and blood donor and transplantation programs
- Animal Dissection