

Grade 8

Adopted 2010

Personal Wellness (Health Education)

Enduring Knowledge - Understandings

- individuals have a responsibility to advocate for personal, family and community health.
- physical, social, emotional and mental changes occur during adolescence and throughout life.
- interactions with others are an integral part of the human life experience and contribute to healthy relationships.
- the environment, lifestyle, family history, peers and other factors impact physical, social, mental and emotional health.
- culture, values (e.g., individual, family and community) media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal behavioral choices.
- behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.
- positive health habits can help prevent injuries and spreading of diseases to self and others.
- self-management and coping strategies can enhance mental and emotional health.
- a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs.

Skills and Concepts - Personal and Physical Health

- evaluate communication methods used in advocating for personal, family and community health
- understand the importance of assuming responsibility for personal health behaviors:
 - predict how decisions regarding health behaviors have consequences for self and others
 - explain the benefits (preventing pregnancy, preventing HIV/STDs, maintaining self-esteem) and strategies (e.g., using refusal skills, talking with parents, doctors, counselors) of abstaining from sexual activity
- evaluate how an individual's behaviors and choices of diet, exercise and rest affect the body

Skills and Concepts - Growth and Development

- apply strategies and skills needed to obtain personal health goals during adolescence and describe the physical, social and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence
- explain basic structures and functions of the reproductive system as it relates to the human life cycle

Skills and Concepts - Social, Mental and Emotional Health

- demonstrate social interaction skills by:
 - using appropriate means to express needs, wants and feelings
 - using and explaining the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship)
 - recommending and justifying effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying
 - interpreting how individuals impact the effective functioning of groups
- demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively
- identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal setting, refusal skills, decision making and time management) for addressing these problems

Skills and Concepts - Family and Community Health

- analyze how personal health, health behaviors and use of health services can be influenced by:
 - family traditions/values
 - technology and media messages
 - cultural beliefs
 - physical, social and emotional environments
 - information from peers

Skills and Concepts - Communicable, Non-Communicable and Chronic Diseases Prevention

- demonstrate an understanding of diseases by:
 - describing symptoms, causes, patterns of transmission, prevention and treatments of communicable diseases (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis)
 - describing symptoms, causes, patterns of transmission, prevention and treatments of non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema)
 - investigate family history, environment, lifestyle and other risk factors related to the cause or prevention of disease and other health problems
- demonstrate an understanding of how to maintain a healthy body by:
 - analyzing how health is influenced by the interaction of body systems
 - describing ways pathogens from the environment (e.g., air, food, people) enter the body and explaining how body defenses fight pathogens
 - explaining how personal hygiene practices affect physical, mental/emotional and social health; explaining how personal health habits (e.g., hand washing, care of teeth and eyes, sun protection) affect self and others in the prevention and spread of disease
 - identifying health care providers and describing reasons for preventive care

Skills and Concepts - Alcohol, Tobacco and Other Drugs

- demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs by:
 - distinguishing between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems
 - describing the immediate/long-term effects of alcohol, tobacco and illegal drug usage and analyzing their impact on health
 - describing resources available to individuals seeking treatment or counseling for negative behaviors or addictions

Nutrition (Health Education)**Enduring Knowledge - Understandings**

- proper nutrition is essential to growth and development.
- nutrients have a role in the development of an individual's health.
- resources are available to assist in making nutritional choices.
- individuals, families and community values influence nutritional choices.

Skills and Concepts

- evaluate the role of nutrients and food sources in the growth and development of healthy bodies
- identify problems that occur from extreme eating behaviors (overeating, obesity, anorexia, bulimia)
- analyze factors (e.g., geography, family, cultural background, convenience, cost, advertising, friends, personal taste) that influence healthy food choices
- apply the decision-making process when analyzing resources needed in making dietary choices
- use print and non-print resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans, United States Department of Agriculture (USDA), National Dairy council), to make healthful food choices in real-life situations

Safety (Health Education)**Enduring Knowledge - Understandings**

- safety practices and procedures help to prevent injuries and provide a safe environment.
- community, state and federal resources are available to assist in hazardous situations.
- proper procedures must be used in emergency situations.

Skills and Concepts

- explain how health hazards (e.g., firearms, motorized vehicles, all-terrain vehicles, personal water craft, potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health

- identify and describe potential hazards in and around the home and school explain how to prevent injuries
- demonstrate safety procedures needed for emergencies (e.g., weather, fire, tornado, lock down) at home or school
- recognize life threatening emergencies and explain how basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones) can help reduce the severity of injuries and save lives
- identify and access the available local, state and federal health and safety agencies (e.g., health departments, Center for Disease Control and Prevention (CDC), National Guard) and explain the services they provide
- use reliable safety resources and guidelines to help in avoiding injuries and dangerous situations (e.g., internet use, vehicles, firearms, watercraft)
- demonstrate communications skills needed in emergency situations
- explain safety practices needed when assuming responsibilities (babysitting, house-sitting, elderly care, pet care) in caring for animals, property and other individuals

Psychomotor Skills (Physical Education)

Enduring Knowledge - Understandings

- movement concepts, principles, strategies and tactics apply to the learning and performance of physical activities.
- motor skills need to be refined, combined and varied in the development of specialized skills (e.g., serving, catching with a glove, dribbling, punting).

Skills and Concepts

- critique transitional motor skills and patterns to make recommendations for improvement
 - selects appropriate practice procedures to learn and master skills and movement patterns
 - analyze the principles of motor skill refinements (e.g. accuracy, technique, movement) have in skill development
 - demonstrate increased competence in motor skills for individual, dual and team activities
 - explore the use of non-locomotor, locomotor and combination skills in movement sequences, patterned dances, games and other activities
 - refine techniques to achieve consistency in performance of fundamental manipulative skills (e.g., throwing, catching, kicking, dribbling, striking) for participation in games and activities
 - demonstrate and explain how transitional motor skills are needed for participation in games, activities and rhythmic movements (e.g., baseball, soccer, dance, golf, basketball)
-

Lifetime Physical Wellness (Physical Education)

Enduring Knowledge - Understandings

- leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.
- intrinsic values can be gained by regular participation in leisure/recreational or competitive activities.
- techniques, strategies and practice are important for improving performance of sport skills.
- adhering to rules and procedures, etiquette, cooperation and team work, ethical behavior and positive social interaction impacts the effective participation in sports and physical activities.
- regular participation in health-related, physical activity supports the goals of fitness and a healthier lifestyle throughout life.
- fitness principles and techniques are used to improve/maintain physical health.

Skills and Concepts

- design and implement a personal lifetime leisure/recreational plan that includes challenging and enjoyable physical activities
- examine and analyze the personal benefits derived from regular participation in leisure/recreational or competitive physical activities
- develop and implement an appropriate practice plan for skill proficiency in games and sports
- examine the relationship between and among effort, persistence, practice and improvement as they relate to skill development
- access and describe techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) for improving performance in games and sports
- participate regularly in physical activity
- when participating in a variety of physical activities, sports and games:
 - identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants)
 - demonstrate sportsmanship, cooperation, teamwork and conflict resolution
 - identify and use safety principles, rules, procedures and etiquette
 - describe how offensive and defensive strategies are used in games and sports
 - conduct a self-assessment which includes the elements and of the FITT Principle (Frequency, Intensity, Type, Time) and design a fitness plan based on assessment results
 - compare and contrast lifetime activities (e.g., biking, dance, tennis, horseback riding, walking, golf) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)

- explain how the systems of the body (e.g., muscular, skeletal, nervous, respiratory, circulatory) affect an individual's personal fitness level
- explain the relationship of nutrition and exercise to physical fitness