

Grade 8 Health and Physical Education

A. Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.

A1 Healthy Behaviors and Personal Health

Students examine the relationship between behaviors and personal health.

- a. Explain the importance of assuming responsibility for personal health.
- b. Examine the relationship between healthy and unhealthy behaviors and personal health.
- c. Identify the possible barriers to practicing healthy behaviors.

A2 Dimensions of Health

Students explain the interrelationship of *physical, mental/intellectual, emotional, and social health*.

A3 Diseases/Other Health Problems

Students identify causes of common adolescent diseases and other health problems and describe ways to reduce, prevent, or treat them.

A4 Environment and Personal Health

Students determine how *environment* and other factors impact personal health.

- a. Analyze how *environment* impacts personal health.
- b. Describe how *family history* can impact personal health.
- c. Explain how appropriate health care can promote personal health.

A5 Growth and Development

Students describe specific characteristics of adolescent human growth and development.

A6 Basic Health Concepts

Students explain essential health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.

B. Health Information, Products and Services: Students demonstrate the ability to access valid health information, services, and products to enhance health.

B1 Validity of Resources

Students analyze the *validity of health information, products, and services*.

B2 Locating Health Resources

Students locate *valid* and reliable *health information, products, and services*.

- a. Explain situations requiring the use of *valid* and reliable *health information, products, and services*.
- b. Locate *valid* and reliable *health information*.
- c. Locate *valid* and reliable *health products, and services*.

C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

C1 Healthy Practices and Behaviors

Students demonstrate a healthy practice and/or behavior to maintain or improve their own health in each of the following areas: personal hygiene, healthy eating; physical activity; and tobacco, alcohol, and other drug use prevention.

C2 Avoiding/Reducing Health Risks

Students demonstrate behaviors to avoid or reduce health risks to self and others.

- a. Demonstrate ways to recognize, avoid, or change situations that threaten the safety of self and others.
- b. Develop injury prevention and response strategies including first aid for personal and family health.

C3 Self-Management

Students distinguish between healthy and unhealthy strategies for stress, anger, and grief management.

D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

D1 Influences on Health Practices/Behaviors

Students explain and analyze influences on adolescent health behaviors.

- a. Examine how the family, school, and community influence the health behaviors of adolescents.
- b. Describe how peers influence healthy and unhealthy behaviors.
- c. Analyze how messages from media influence health behaviors.
- d. Explain how the *perceptions of norms* influence healthy and unhealthy behaviors.
- e. Explain how *culture* and personal values and beliefs influence individual health behaviors.

D2 Technology and Health

Students analyze the influence of technology, including medical technology, on personal and family health.

D3 Compound Effect of Risk Behavior

Students describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

- a. Describe how *gateway drugs* can lead to the use of other drugs.
- b. Describe the influence of alcohol and other drug use on judgment and self-control.

E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

E1 Interpersonal Communication Skills

Students apply effective verbal and nonverbal *interpersonal communication* skills to enhance health.

- a. Demonstrate communication skills to build and maintain healthy relationships.
- b. Demonstrate effective communication skills including asking for assistance to enhance the health of self and others.
- c. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- d. Demonstrate effective conflict management or conflict resolution strategies.

E2 Advocacy Skills

Students describe ways to influence and support others in making positive health choices.

- a. Develop a health-enhancing position on a topic and support it with information.
- b. Develop health-enhancing messages using communication techniques that target a specific audience.
- c. Demonstrate an ability to work cooperatively as an advocate for healthy individuals, families, and schools.

F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.

F1 Decision-Making

Students apply *decision-making* skills to enhance health.

- a. Determine when health-related situations require the application of a thoughtful *decision-making* process.
- b. Determine when individual or collaborative *decision-making* is appropriate.
- c. Distinguish between healthy and unhealthy alternatives to health-related issues or problems and predict the potential short-term impact of alternative decisions for themselves and others.
- d. Choose healthy alternatives over unhealthy alternatives when making a decision.
- e. Analyze the outcomes of a health-related decision.

F2 Goal-Setting

Students develop and apply strategies to attain a short-term personal health goal.

- a. Assess personal health practices.
- b. Develop a short-term goal to adopt, maintain, or improve a personal health practice.
- c. Develop and apply strategies and monitor progress toward a personal health goal.
- d. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

F3 Long-Term Health Plan

No performance indicator.

G. Movement/Motor Skills and Knowledge: Students demonstrate the *fundamental and specialized movement skills* and apply *principles of movement* for improved performance.

G1 Stability and Force

Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.

- a. Demonstrate the *principle of opposition*.

- b. Demonstrate how the point of contact changes the path of an object.
- c. Demonstrate how the point of release changes the path of an object.
- d. Demonstrate lifts and actions that decrease risk for injury.

G2 Movement Skills

Students demonstrate *motor skills* and *manipulative skills* during drills or modified games/physical activities.

- a. Demonstrate correct technique for *motor skills* and *manipulative skills* during drills or modified games/physical activities.
- b. Combine *manipulative skills* with *motor skills* during drills or modified games/physical activities.

G3 Skill-Related Fitness Components

Students describe the following skill-related fitness components: balance, coordination, agility, speed, and power.

G4 Skill Improvement

Students explain how specific, positive, and correct feedback affect skill improvement.

H. Physical Fitness Activities and Knowledge: Students demonstrate and apply fitness concepts.

H1 Fitness Assessment

Students participate in a *health-related fitness assessment* that addresses a variety of health-related fitness components to establish personal fitness goals.

H2 Health-Related Fitness Plan

Students design a fitness program from established goals which addresses the five *health-related fitness components* and applies the frequency, intensity, time, and type (*FITT*) guidelines.

H3 Fitness Activity

Students participate in physical activities that address personal fitness goals for the *health-related fitness components* including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition.

H4 Physical Activity Benefits

Students describe physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity.

I. Personal and Social Skills and Knowledge: Students demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.

I1 Cooperative Skills

Students demonstrate cooperative and inclusive skills while participating in physical activities.

- a. Work together as a team.
- b. Respond appropriately to peer pressure.
- c. Manage conflict.
- d. Engage peers respectfully in activities.
- e.

I2 Responsible Behavior

Students demonstrate responsible personal behaviors while participating in physical activities.

I3 Safety Rules and Rules of Play

Students describe game/physical activity rules and safety rules and their purposes.

- a. Explain the purposes for modifying playing rules in specified situations.
- b. Explain the safety rules and possible risks associated with specific games/physical activities.