

**Health and Physical Education****HEALTH AND PHYSICAL EDUCATION  
GRADE 8 (ELECTIVE)**

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

This course focuses on participation in a variety of individual and team activities which may include cooperative learning; individual and dual activities; team activities; dance and fitness, and maintaining a healthy level of wellness. A fitness test will be administered each semester to determine a student's healthy wellness zone. Components tested are the pacer; curl-ups; trunk lift; push-ups; back saver sit and reach skills. The WELNET student/parent report will be accessible to parents/guardians via the web-based program WELNET located at [www.focusedfitness.org](http://www.focusedfitness.org). The report will be available in the fall after the completion of the initial pre-testing period and again in the spring, after the year-end post-testing period. Parents should be reminded to check the website for the student/parent report. Paper copies will be sent to parents who do not have internet access. All students will receive a parent report at the end of each semester.

Health topics include: Personal Fitness-Personal Health and Fitness Plan; Nutrition and Emotional Health; Personal Health and Cognitive Performance; Health Risk Behaviors-Communicable and Noncommunicable Diseases; Alcohol and Tobacco, Behavioral Factors; Managing Personal and Family Health-Promoting Wellness through Positive Relationships; Value of Media Services and Media Resources, Consumer Rights and Community Health and Wellness.

**PREREQUISITE**

None

**OPTION FOR NEXT COURSE**

*Health and Physical Education, Level I*

**REQUIRED STUDENT TEXTBOOK**

*Teen Health: Course 3, Glencoe (2005)*

*Adapted physical education is provided for students certified by a doctor as being unable to participate in the regular program.*

# HEALTH GRADE 8

## Personal Fitness

### *Personal Health and Fitness Plan*

#### VA SOL

- 8.1.g The health risks of a sedentary lifestyle;
- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.2.d The benefits of developing and implementing short- and long-term health and fitness goals that are achievable and purposeful.

#### VBO

- 8.1 Design a personal fitness program. **(SOL 8.1g, 8.2, d)**
- 8.1.1 Describe the health risks associated with a sedentary lifestyle.
- 8.1.2 Evaluate personal fitness levels (include Body Mass Index).
- 8.1.3 Describe factors in an exercise program that will improve fitness (frequency, intensity, duration, overload, progression, and specificity).
- 8.1.4 Select exercises that will improve cardiovascular fitness, muscular strength and endurance and flexibility.
- 8.1.5 Integrate the fitness components into a personal fitness plan.
- 8.1.6 Investigate community resources related to personal fitness and related careers
- 8.1.7 Analyze the concept of the ideal level of body fat and describe methods of achieving ideal body weight.
- 8.1.8 Analyze why goal setting is a critical component of a personal fitness program.

## Nutrition and Emotional Physical Health

### *Personal Health and Cognitive Performance*

#### VA SOL

- 8.3 The student will make choices that demonstrate an understanding of the relationship between nutrition and emotional and physical health.
- 8.3.a Causes and effects of compulsive behaviors, such as eating disorders;
- 8.3.b The relationship between personal health and cognitive performance.

#### VBO

- 8.2 Identify the impact that your overall physical health has on mental functions. **(SOL 8.3, a, b)**
- 8.2.1 Compare and contrast the cause and effect of compulsive behaviors, such as anorexia, bulimia, binge or compulsive eating, and fad diets.
- 8.2.2 Describe the physical, mental, and emotional effects of eating disorders.
- 8.2.3 Investigate the components of physical health.
- 8.2.4 Describe healthy brain function and the relationship between physical fitness on cognitive performance.

## Health Risk Behaviors

### *Communicable/Non-Communicable*

#### VA SOL

- 8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years.
- 8.1.a The pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;
- 8.1.b The roles of preventive health measures, immunization, and treatment in disease prevention;
- 8.1.h The risk factors associated with communicable and non-communicable diseases.

#### VBO

- 8.3 Investigate the causes, symptoms, prevention, and treatment of non-communicable and communicable diseases. **(SOL 8.1, a, b, h)**
- 8.3.1 Explain the factors related to heart disease, cancer, diabetes, stroke, and asthma.
- 8.3.2 Describe the organisms that cause disease.
- 8.3.3 Identify ways to prevent the spread of communicable diseases.
- 8.3.4 Explain the function of the immune system.

## HEALTH GRADE 8

- 8.3.5 Recognize the signs, symptoms, and treatment of several communicable diseases.
- 8.3.6 Select available health services and careers related to disease prevention.
- 8.3.7 Classify diseases that can be controlled by a vaccine.

### *Alcohol/Tobacco*

#### VA SOL

- 8.1.c The short- and long-term health issues related to alcohol abuse and tobacco use;

#### VBO

- 8.4 Analyze the physical and emotional effects of alcohol/tobacco. **(SOL 8.1.c)**
- 8.4.1 Explain why alcohol/tobacco is mentally and physically addictive.
- 8.4.2 Identify the body parts most affected by alcohol/tobacco.
- 8.4.3 Distinguish between the physical and psychological treatments of alcoholism.
- 8.4.4 Develop strategies for avoiding alcohol/tobacco, and outline appropriate refusal skills.
- 8.4.5 Analyze the reasons why adolescents use alcohol/tobacco.
- 8.4.6 Evaluate the impact of advertising on alcohol/tobacco use.
- 8.4.7 Explain the laws regarding use of alcohol/tobacco.

### *Behavioral Factors*

#### VA SOL

- 8.1.d The impact of failing to recognize issues related to emotional and mental health;
- 8.1.e The health risks associated with feelings of immortality and invincibility
- 8.1.f The consequences of involvement in potentially dangerous situations;

#### VBO

- 8.5 Analyze and evaluate the relationship between health-risk behaviors and mental/emotional health. **(SOL 8.1.d,e,f)**
- 8.5.1 Identify various adolescent mental or emotional problems (anxiety, depression, stress, peer pressure, self-image, relationship problems, immortality, etc.).
- 8.5.2 Examine healthy methods teens can use to cope with emotional health issues.
- 8.5.3 Research medical or counseling services for mental and emotional health problems.
- 8.5.4 Identify and explain risk-taking behaviors and invent possible consequences.

## **Managing Personal and Family Health**

### *Promoting Wellness through Positive Relationships*

#### VA SOL

- 8.2.a The risks associated with gang-related activities;
- 8.2.b The benefits of using resistance, problem-solving, and decision-making skills for addressing health issues;
- 8.2.c The importance of developing relationships that are positive and promote wellness;
- 8.5.b The health risks associated with yielding to negative peer pressure;

#### VBO

- 8.6 Recognize the importance of developing relationships that are positive and promote wellness, thus avoiding gangs and negative peer pressure. **(SOL 8.2.a, b, c; 8.5.b)**
- 8.6.1 Describe gang related behaviors and risks associated with gang related activities.
- 8.6.2 Discuss negative peer pressure, resistance skills, problem solving, and decision making skills that can lead to healthier decisions and promote wellness.

# HEALTH GRADE 8

## *Consumer Rights*

### VA SOL

- 8.4 The student will interpret and evaluate how health information, products, services, and agencies target adolescents.
- 8.4.a A personal system for reviewing appropriateness of print, audiovisual, and electronic media images;
- 8.4.b The influence of multiple media resources on personal choices;
- 8.4.c Consumer rights related to health products and services
- 8.5.a Methods used to reduce health hazards and risks;

### VBO

- 8.7 Evaluate the benefits of being an informed consumer. **(SOL 8.4.a, b, c; 8.5.a)**
- 8.7.1 Describe the benefits of being a wise consumer and explain how to comparison shop.
- 8.7.2 Analyze the influences of marketing strategies and advertisement on cultural differences.
- 8.7.3 Access, interpret, and address the validity of a variety of health resources found on the Internet.
- 8.7.4 Identify how to handle problems with goods and services.
- 8.7.5 Explain and analyze quackery and advertising frauds (i.e. weight loss and diet scams, unproven medical treatments, unproven medical products, or other health-related quick fixes or cures).
- 8.7.6 Categorize agencies available to assist with consumer complaints.
- 8.7.7 Investigate the American Health Care system and the type of services available to consumers.
- 8.7.8 Discuss how government agencies, public laws, and voluntary organizations promote good health.

## **Community Health and Wellness**

### *Health Hazards and Risks*

### VA SOL

- 8.5 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community.
- 8.5.a Methods used to reduce health hazards and risks;
- 8.5.c Practices associated with healthy environments;
- 8.5.d Opportunities for community service

### VBO

- 8.8 Explore healthy environments and ways to reduce health hazards and risks. **(SOL 8.5.a,c,d)**
- 8.8.1 Examine community resources related to family and peer health and wellness.
- 8.8.2 Explain environmental protection strategies for individuals and communities: (stop pollution; choose behavior that prevents harmful changes in the atmosphere; choose behavior that prevents harmful changes in the climate; conserve natural resources; and improve living conditions for all).
- 8.8.3 Integrate practices associated with healthy communities into a city development plan.
- 8.8.4 Examine ways to be a health advocate for the environment.



## **VIRGINIA BEACH CITY PUBLIC SCHOOLS**

A H E A D O F T H E C U R V E

### Mission Statement

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Dr. James G. Merrill, Superintendent

### DEPARTMENT OF CURRICULUM AND INSTRUCTION

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