

GRADE 8

Student-Friendly Standards

- Standard 1: I have the knowledge to be healthy.
Standard 2: I can participate and play in a wide range of activities.
Standard 3: I know how to move correctly.
Standard 4: I am fit.
Standard 5: I can use what I know and make an impact on my health.
Standard 6: I use appropriate communication.
Standard 7: I practice healthy behaviors in school and on my own.

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

Students in eighth grade learn and apply health-enhancing behaviors in the following areas:

Healthy Dietary Habits

**** This topic is covered in 6th and 7th grades.**

Mental, Emotional, and Social Health

I can explain conditions which alter the way the brain works (mental illness, stress, eating disorders, and drug use). (K,I.2)
I can identify the parts of the brain. (K,I.2)
I can identify the parts of a neuron. (K,I.2)
I can illustrate the process of neurotransmission. (S,I.2)
I can compare and contrast neurotransmission of the normal brain vs. an individual with mental illness. (R,I.2)
I can identify the major causes of mental illnesses in young adults (must include teen depression). (K,I.3)
I can explain the treatment options for common mental illnesses. (K,I.5)
I can create an intervention plan to help a peer who is considering suicide. (P,5.1)
I can apply resiliency skills to given health related scenarios. Resiliency skills include problem solving, decision making, refusal skills, time management, stress management, communication , and physical activity. (R,6.4)
I can identify short and long term stress management techniques. (K,I.1)
I can list ways to positively cope with loss (death, divorce, and failure). (K,6.3)
I can recognize and respect that individual attitudes and values are influenced by the family, community, and media. (K,6.1)
I can identify the differences between healthy and unhealthy relationships. (K,6.3)
I can critique situations that illustrate respectful and inappropriate dating behaviors. (R,6.3)
I can recognize that relationships change over time. (K,R,6.3)
I can access and critique community, online, and media resources for reliability and creditability. (R,5.6)
I can describe ways to respond appropriately (advocate) when people are mistreated. (K,6.2)
I can create a product that illustrates knowledge and application of dating etiquette. (P,6.1)
I can be respectful when describing how relationships evolve over time. These include same and opposite gender acquaintances, friendships, and intimate relationships. (S, 6.1)
I can describe the signs that a relationship has become unhealthy for me and I can describe at least two ways to respectfully end that relationship. (R,6.5)
I understand that relationships are different for the members involved and I am able to describe how to

respectfully handle a situation in which someone wants to end a relationship with me. (K,1.1,6.5)

Physical Growth and Development

** This curriculum is <i>REQUIRED</i> for both genders and is to be delivered in a coed setting.
I can analyze the impact of pregnancy and parenthood on a teenager. (R,5.3)
I can list the consequences (emotional, physical, social, and financial) of early sexual involvement. (K,1.4)
I can justify why abstinence is the best choice for teens. (R,5.3)
I can identify choices that support abstinence. (K,5.4)
I can give examples of how to use refusal skills and decision making to support optimal sexual health. (K,6.4)
I can properly identify the female and male reproductive organs and their functions. (K,1.2)
I can recall the process of conception. (K,1.2)
I can list the effects of substance use and other unhealthy behaviors on a developing fetus. (K,5.3)
I can recognize and respect the different views that exist within families regarding sexual orientation, masturbation, contraception, abstinence and abortion. (K, R,5.2)
I can compare and contrast the benefits and disadvantages of various methods of avoiding pregnancy. This includes abstinence and current forms of contraception. (R,5.5)
I can discuss current misconceptions, stereotypes, and double standards related to sexuality issues. (R,5.6)
I can recognize the signs, symptoms, and modes of transmission and treatments of HIV. (K,1.4)
I can explain how drugs and sexual behavior can put a person at risk for HIV. (K,1.4)
I can access and critique community, online, and media resources for reliability and credibility. (K,R,5.6)

Safety and Injury Prevention

I can formulate a plan to reduce the risk of personal injury. (P,1.1)
I can identify risky behaviors that can result in head and spinal injuries. (K,1.1)
I can list the proper protective equipment needed for a variety of recreational activities. (K,7.5)
I can describe how a long term head and spinal injury could impact the life of a young adult. (K,5.3)
I can recognize unsafe/inappropriate situations involving technology that would put me or others at risk. (K,5.3)
I can describe how to get help should I find myself in unsafe situations involving technology (online/cell phone). (K,5.5)
I can describe situations that put me at risk for becoming a victim of violence.(K,5.3)
I can create a product that illustrates the ways to reduce the risk of skin cancer. (P,5.1)
I can list ABCD danger signs for moles and birth marks. (K,5.3)
I can recall the definition of sexual harassment. (K,5.2)
I can describe the appropriate way to respond when being sexually harassed or witnessing or perpetrating sexual harassment. (K,5.1)
I can access and critique community, online, and media resources for reliability and creditability.(K,R,5.6)
I can recognize and respond to common emergency situations. (K,R,S,1.5)

Substance Abuse Prevention

I can compare and contrast neurotransmission of the normal brain vs. an individual with drug use and addiction. (R,1.1)
I can identify the parts of the brain. (K,1.2)
I can identify the parts of a neuron. (K,1.2)
I can illustrate the process of neurotransmission. (S,1.2)
I can describe the risks (physical, emotional, social, financial, and legal) associated with the use of drugs. (1.4)

I can differentiate between legal, illegal, over-the-counter, and prescription drugs. <i>(R,1.4)</i>
I can classify the ways drugs enter the body. <i>(K,1.1)</i>
I can describe the risks (physical, emotional, social, financial, and legal) associated with the use of drugs. <i>(K,1.4)</i>
I can list reasons why teens use drugs and suggest healthy alternatives. <i>(K,1.5)</i>
I can explain the risks and appropriate use of supplements and over-the-counter medications. <i>(K,5.1)</i>
I can explain why drug use can be associated with poor decision making. <i>(K,5.3)</i>
I can apply problem solving, decision making, and refusal skills related to substance misuse and abuse. <i>(R,S,6.4)</i>
I can access and critique community and online resources for reliability and creditability for substance abuse information. <i>(K,R,6.6)</i>
I can describe the drug treatment and recovery process for a young adult. <i>(K,5.5)</i>
I can create a product where I advocate for a drug-free lifestyle by suggesting healthy alternatives. <i>(P,5.1)</i>

Active Life Styles

Unifying Concepts in Physical Education These concepts will be incorporated throughout all activity units.
I can explain the activity's terminology and rules. <i>(K,3.2)</i>
I can demonstrate self-discipline and responsible behavior. <i>(S,6.2)</i>
I can develop a plan to improve my performance. <i>(P,3.1)</i>
I can analyze my movement in order to improve my performance. <i>(R,3.1)</i>
I can explain how sportsmanship plays a part in the activity. <i>(R,7.2)</i>
I can recognize the health-related fitness components for the activity. <i>(K,4.1)</i>
I can practice safety factors while participating in physical activity. <i>(S,3.3)</i>
I can recognize the value of a positive social environment while participating in activities with others of diversity. <i>(K,6.5)</i>
I can develop a plan to include physical activity, both inside and outside the school environment, on a daily basis. <i>(P,7.3)</i>
I can function independently and be a positive influence on others in activities. <i>(S,6.2)</i>
Lifetime Sports Examples include: Archery, Biking, Bowling, Combatives, Cross Country and Downhill Skiing, Dance, Fly Fishing, Folf, Geocaching/Orienteering, Golf, Hiking, Ice Fishing, Ice Skating, Prusiking, Rock Climbing, Snow Shoeing, Swimming, Table Tennis, Ultimate Frisbee, and Yoga
I can participate in a variety of activities including team and dual sports, strength training and conditioning, cooperative games, rhythms, and lifetime recreational sports. <i>(S,7.1)</i>
I can demonstrate the ability to catch, dribble with hand and foot, kick, strike, throw, and volley using mature motor patterns. <i>(S,2.1)</i>
I can demonstrate the ability to perform rhythmic routines. <i>(S,2.1)</i>
I can continuously strike a ball to a wall or partner with a racquet or paddle using both forehand and backhand. <i>(S,2.1)</i>
I can perform moderate to vigorous physical activity in a variety of settings. <i>(K, S,4.1)</i>
I can apply the FITT formula (frequency, intensity, time and type) to my fitness goals. <i>(K, S,4.2)</i>
I can use fitness test results to check my own health and create my own goals. <i>(S, P,4.3)</i>
I can monitor aerobic activity using a variety of techniques, such as heart rate monitors, pedometers, or other technology. <i>(K, S,4.2)</i>
I choose to participate daily in some form of physical activity. <i>(P,7.1,7.3)</i>

I can identify strategies to improve personal and family health. (K,7.5)
I can model teamwork in a sport activity to achieve common goals. (S,7.4)
I can demonstrate good sportsmanship and positive attitude while participating in a group activity. (S, R,5.2,6.2)
I can participate in a variety of health-enhancing physical activities in both school and non-school settings. (S,4.1,7.1,7.2,7.4)
I can participate in physical activities that contribute to the attainment of personal goals. (S, 1.4)
I can pursue health-enhancing activities in the community. (S, R, 1.4)
I can become familiar with a variety of aerobic forms. (K,3.3)
I can combine skills competently to participate in each of the following: team and dual sports, individual sports, strength and conditioning, outdoor pursuits, and rhythms. (S,2.1)
I can demonstrate skills, strategies, and rules of a variety of lifetime activities which emphasize individual and outdoor pursuits to a degree that makes the activity enjoyable. (S,7.1,7.2,7.3)
I can understand and apply movement concepts, principles, and game strategies. (K,3.1,3.2)
I can participate in physical activities that contribute to the attainment of personal goals. (S,7.1,7.4)
I can analyze time, costs, and accessibility factors related to regular participation in fitness pursuits within the community. (S,4.1)
I can analyze my movement in order to improve my skills. (R,3.1)
I can develop a plan to improve my performance. (P,3.1)
I can explain how sportsmanship plays a part in the activity. (R,7.2)
I can practice safety factors while participating in the physical activity. (S,3)
I can recognize the value of a positive social environment while participating in activities with others of diversity. (K,6.5)
I can demonstrate responsible behavior. (S,6.5)
I can function independently and be a positive influence on others in activities. (S,6.2)
Fitness Activities
Examples include: Aerobic Activities, Agility Training, Balance, Bosu Ball, Cardio-Dance, Cardio-Kickboxing, Cross-Fit, Flexibility, Pilates, Rock Climbing, Speed, Step Aerobics, Strength Training, Weigh Training, Yoga
I can develop, design, and refine a personal fitness program. (P,4.3)
I can apply the FITT formula to creating a fitness program. (R,4.3)
I can analyze my current fitness level through the use of FitnessGram. (R,4.2)
I can describe training principles. (K,4.4)
I can describe how the heart reacts to exercise. (R,1.2)
I can compare and contrast aerobic and anaerobic activity. (K,4.4)
I can demonstrate a variety of aerobic forms. (S,4.1)
I can sustain an aerobic workout for a minimum of 30 minutes. (S,4.1)
I can demonstrate the skills for a variety of fitness activities. (S,4.1)
I can analyze the time, costs, and accessibility factors related to a pursuit in fitness activities. (R,4.2)
I can participate in a variety of lifetime fitness activities outside of school. (S,4.1)
I can analyze discipline-specific information to improve a personal performance. (R,3.1)
I can analyze my movement in order to improve my skills. (R,3.1)
I can recognize the value of positive social environment while participating in activities with others of diversity. (K,6.5)
I can demonstrate responsible behavior. (S,6.2)
I can function independently and be a positive influence on others in activities. (S,6.3)

I can recognize the health-related fitness components for the activity. <i>(K,4.1)</i>
I can practice safety while participating in a physical activity. <i>(S,3.3)</i>
Racquet Sports
Examples include: Badminton, Eclipse Ball, Pickle Ball, Racquetball, Squash, and Tennis
I can demonstrate the proper grips used for a variety of shots. <i>(S,2.1)</i>
I can demonstrate proper techniques for various strokes. <i>(S,2.1)</i>
I can demonstrate proper service techniques. <i>(S,2.1)</i>
I can recall teaching cues when performing various strokes and serves. <i>(K,3.1)</i>
I can explain which strokes are offensive and defensive in nature. <i>(R,3.2)</i>
I can explain the activity's terminology and rules. <i>(K,3.2)</i>
I can analyze my movement in order to improve my skills. <i>(R,3.1)</i>
I can develop a plan to improve my performance. <i>(P,3.1)</i>
I can explain how sportsmanship plays a part in the activity. <i>(R,7.2)</i>
I can recognize the health-related fitness components for the activity. <i>(K,4.1)</i>
I can practice safety while participating in a physical activity. <i>(S,3.3)</i>
I can recognize the value of a positive social environment while participating in activities with others of diversity. <i>(K,6.5)</i>
I can demonstrate responsible behavior. <i>(S,6.2)</i>
I can function independently and be a positive influence on others in activities. <i>(S,7.4)</i>
Team Sports
Examples include: Basketball, Broomball, Eclipse Ball, Floor Hockey, Football, International Games, Lacrosse, Quad Ball, Touch Rugby, Soccer, Softball, Speedball, Team Handball, Ultimate Frisbee, Volleyball
I can demonstrate proficiency in the fundamental skills in a variety of team sports. <i>(S,3.1)</i>
I can be a positive team-member in team sport activities. <i>(S,3.2)</i>
I can include all teammates in team sport activities. <i>(S,6.2)</i>
I can show self-control during team sport activities. <i>(S,6.2)</i>
I can describe the rules to a variety of team sports. <i>(S,3.2)</i>
I can demonstrate knowledge of the rules for a variety of team sports. <i>(S,3.2)</i>
I can apply movement concepts and principles to improve personal skills. <i>(S,4.2)</i>
I can be an active teammate during team sports activities. <i>(S,4.4)</i>
I can demonstrate an understanding of my team role during team sport activities. <i>(S,3.3)</i>
I can demonstrate game strategies in a variety of team sport activities. <i>(S,3.2)</i>
I can explain the activity's terminology and rules. <i>(K,3.2)</i>
I can analyze my movement in order to improve my skills. <i>(R,3.1)</i>
I can develop a plan to improve my performance. <i>(P,3.1)</i>
I can explain how sportsmanship plays a part in the activity. <i>(R,7.2)</i>
I can recognize the health-related fitness components for the activity. <i>(K,4.1)</i>
I can practice safety factors while participating in the physical activity. <i>(S,3.3)</i>
I can recognize the value of a positive social environment while participating in activities with others of diversity. <i>(K,6.5)</i>
I can demonstrate responsible behavior. <i>(S,6.2)</i>
I can function independently and be a positive influence on others in activities. <i>(S,7.4)</i>