

**PENINSULA SCHOOL DISTRICT  
Health & Fitness Curriculum  
Eighth Grade**

**1. The student acquires the knowledge & skills necessary to maintain an active life: movement, physical fitness, and nutrition. (Essential Academic Learning Requirement)**

Benchmark 1 Eighth Grade	A Peninsula Eighth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>1.1 Develop fundamental and complex movement skills, as developmentally appropriate</b>			
1.1.1 Demonstrate physical skills (locomotors, non-locomotors, and manipulative) that contribute to movement proficiency	*		
1.1.2 Perform fundamental skills in a variety of movement activities	<p><b>Demonstrate developmentally appropriate fundamental and complex movement skills</b></p> <ul style="list-style-type: none"> <li>• Perform movement combinations in rhythmic activities (i.e., step aerobics, funk, social dance)</li> <li>• Perform movement combinations in fundamental and complex skills (Basketball: set-shot, overhead pass; Soccer: shoot on goal, trap and dribble; Throwing/catching: throw with follow-through to target, proper hand placement in relation to height of ball) involved in team sports and group activities (small sided soccer, 3 on 3 basketball)</li> <li>• Perform fundamental movement combinations in fundamental and complex skills (Racquet sports: forehand) involved in individual sports (i.e., Pickleball: climbing wall, tennis)</li> <li>• Demonstrate mechanics of movement as applied to specific skills (underhand volleyball serve over the net)</li> <li>• Perform skills to improve core strength (modified or regular pushups, lunges, squats)</li> <li>• Describe purpose and benefits of sports, games, recreation and dance in modern society</li> </ul>		

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<b>1.2 Safely participate in a variety of developmentally appropriate physical activities</b>			
1.2.1 Follow rules and safety procedures while participating in a variety of physical activities	*		
1.2.2 Demonstrate knowledge of rules and safety procedures, while participating cooperatively in individual, dual/team, and lifetime activities	<p><b>Understand safety procedures and rules in a variety of developmentally appropriate physical activities</b></p> <ul style="list-style-type: none"> <li>• Demonstrate sportsmanship, cooperation and a healthy attitude about competition during a variety of activities</li> <li>• Describe/demonstrate proper handling of equipment</li> <li>• Safely participate in a variety of physical activities</li> <li>• Organize own games and apply rules</li> </ul>		
<b>1.3 Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals</b>			
1.3.1 Develop a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play	*		
1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio-respiratory fitness, muscular strength-endurance-flexibility, and body compositions	<p><b>Understand and begin to apply the components of physical fitness: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition</b></p> <ul style="list-style-type: none"> <li>• Perform measurements in the components of fitness</li> <li>• Identify conditioning and training principles (FIT principles)</li> <li>• Interpret fitness results and analyze factors that have influenced them</li> <li>• Apply anatomical and physiological functions (cardio and respiratory) to activities in a fitness plan</li> <li>• Explain personal benefits of making positive health and fitness improvements</li> </ul>		

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<b>1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition</b>			
1.4.1a Identify how bodily function and physical performance are affected by food consumption	*		
1.4.1b Recognize the benefits of movement, fitness, and nutrition	<p><b>1.4.2a Design nutrition goals, based on national dietary guidelines and individual activity needs</b></p> <p><b>Compose nutrition goals based on national dietary guidelines and individual activity needs</b></p> <ul style="list-style-type: none"> <li>• Examine the effects of nutrients (fats, carbohydrates, proteins, vitamins, minerals, and hydration) on the body</li> <li>• Understand the relationship between body fat and lean body mass</li> <li>• Understand relationship between food choice and balance, portion size moderations and hydration</li> <li>• Include diet, activity and sleep requirements in a balanced health and fitness plan</li> </ul> <p><b>Analyze the effects of activity, fitness, and nutrition practices</b></p> <ul style="list-style-type: none"> <li>• Construct a personal/individual caloric needs assessment based on activity levels, age, and specific health needs</li> </ul>		

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**2. The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely. (Essential Academic Learning Requirement)**

Benchmark 1 Eighth Grade	A Peninsula Eighth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>2.1 Recognize patterns of growth and development</b>			
2.1.1a Describe the structure and function of human body systems	*		
2.1.1b Identify hereditary factors that affect growth and development			
2.1.1c Describe the influence of nutrition on health and development			
2.1.2a Demonstrate understanding of the physical, emotional, intellectual, and social changes that occur during puberty	<p><b>Understand the body systems and their functions</b></p> <ul style="list-style-type: none"> <li>Describe the interrelationships between key body systems (i.e., skeletal-muscular-nervous; respiratory-cardiovascular; digestive; lymphatic-immune; and endocrine-reproductive)</li> </ul> <p><b>Understand the changes that occur during puberty</b></p> <ul style="list-style-type: none"> <li>Compare and contrast childhood versus adolescence in regard to hormonal and physical changes that occur during puberty</li> </ul>	<p><b>F.L.A.S.H.</b></p> <ul style="list-style-type: none"> <li>Lesson 6 &amp; 7, pg. 71: Reproductive System</li> <li>Lesson 2, pg. 23: Puberty</li> </ul>	
2.1.2b Identify hereditary factors that affect growth, development, and health	<p><b>Know hereditary factors that affect growth development and health</b></p> <ul style="list-style-type: none"> <li>Identify hereditary factors that influence growth, development, and health risks</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 8 &amp; 9, pg. 97: Pregnancy</li> </ul>	
2.1.2c Describe how nutrition, exercise, and rest influence physical growth and lifelong health	<p><b>Analyze the benefits of maintaining healthy habits including exercise, nutrition, and rest habits for lifelong health</b></p> <ul style="list-style-type: none"> <li>Describe the relationship between sleep patterns, eating habits, exercise, and self-esteem</li> </ul>		

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<b>2.3 Acquire skills to live safely and reduce health risks</b>			
<p>2.3.1a Explain one’s right to personal and physical safety</p> <p>2.3.1b Identify abuse and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community</p> <p>2.3.1c Identify sources to ask for help in an emergency or crisis</p> <p>2.3.1d Identify the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help</p> <p>2.3.1e Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances</p>	<p>*</p>		

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<b>2.3 Acquire skills to live safely and reduce health risks, <i>continued</i></b>			
<p>2.3.2a Explain the adverse physical, emotional, and economic consequences of being sexually active</p> <p>2.3.2b Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home</p> <p>2.3.2c Recognize emergency situations and demonstrate skills to respond appropriately and safely</p>	<p><b>Understand the potential consequences of being sexually active</b></p> <ul style="list-style-type: none"> <li>• Explain adverse effects of being sexually active (economic, emotional, and physical) as a teenager</li> <li>• Understand what date rape and sexual assault are and how to recognize/avoid risky situations</li> <li>• Describe behaviors and methods for pregnancy prevention, including abstinence</li> </ul> <p><b>Recognize types of abuse and risky situations</b></p> <ul style="list-style-type: none"> <li>• Define three types of abuse (emotional, physical, sexual); recognize risky situations, and identify sources of help in school, the community and the legal ramifications</li> <li>• Recognize and understand the levels of intimacy/dating progression (safe zone/danger zone)</li> </ul> <p><b>Know emergency situations and appropriate responses</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic First aid/CPR procedures (chest compressions, rescue, breathing, choking, and artificial electronic defibrillator); including blood-borne pathogen protections</li> <li>• Locate local crisis/emergency resources services</li> </ul>	<p><b>F.L.A.S.H.</b></p> <ul style="list-style-type: none"> <li>• Lesson 10 &amp; 11, pg. 131: Teen Parenthood</li> <li>• Lesson 14, pg. 171: Birth Control</li> <li>• Lesson 12 &amp; 13, pg. 153: Touch &amp; Abstinence</li> </ul>	

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<b>2.3 Acquire skills to live safely and reduce health risks, <i>continued</i></b>			
<p>2.3.2d Identify ways to use stress positively and develop short-term strategies to reduce harmful stress</p> <p>2.3.2e Anticipate situations that involve pressure to abuse legal or use illegal drugs, and plan how to reduce drug risks</p>	<p><b>Describe methods to prevent injury</b></p> <ul style="list-style-type: none"> <li>• Create a tool to describe prevention of injury from weather related problems, natural disasters, and other unforeseen emergencies</li> </ul> <p><b>Understand stress management</b></p> <ul style="list-style-type: none"> <li>• Describe three positive and three negative effects of stress</li> <li>• Identify two personal stressors and provide two or more appropriate coping skills for stress management</li> </ul> <p><b>Understand issues related to legal and illegal drug use and abuse</b></p> <ul style="list-style-type: none"> <li>• Explain short and long term implications (emotional and physical health, academic success, and social impacts) of alcohol, tobacco and drug use</li> <li>• Identify proactive measures to avoid alcohol, tobacco and drug misuse/abuse</li> </ul>		

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**3. The student analyzes and evaluates the impact of real-life influences on health. (Essential Academic Learning Requirement)**

Benchmark 1 Eighth Grade	A Peninsula Eighth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>3.1 Understand how environmental factors affect one’s health (air, water, noise, chemicals)</b>			
3.1.1 Identify environmental factors that affect health	*		
3.1.2 Describe the influence of environmental factors that positively and negatively affect health	<b>Understand how environmental factors impact personal health</b> <ul style="list-style-type: none"> <li>• Describe negative and positive impacts of the environment on the body</li> <li>• Document/report community behaviors/actions that impact air, water, noise and chemical pollution</li> </ul>		
<b>3.2 Gather and analyze health information</b>			
3.2.1a Determine reliable sources of health information	*		
3.2.1b Identify messages about safe and unsafe behaviors <i>such as those found in tobacco or alcohol advertising</i>			
3.2.2a Distinguish between safe and unsafe use of health-care products	<b>Analyze health and fitness product information</b> <ul style="list-style-type: none"> <li>• Describe the risks of inappropriate use of health care products</li> </ul>		
3.2.2b Identify ways people encourage healthy and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages	<b>Analyze health information messages</b> <ul style="list-style-type: none"> <li>• Develop a positive media campaign to promote healthy decisions</li> </ul>		
3.2.2c Analyze health care needs and identify sources of health care	<b>Identify health care needs and sources for services and products</b> <ul style="list-style-type: none"> <li>• Locate health information resources to support personal health needs (physical and mental)</li> </ul>	<b>KNOW</b> <ul style="list-style-type: none"> <li>• Lesson 2, pg. 121-148</li> </ul>	

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<b>3.3 Use social skills to promote health and safety in a variety of situations</b>			
3.3.1 Apply appropriate social skills to keep out of trouble and resist pressure from others	*		
3.3.2 a Express opinions and resolve conflicts constructively while maintaining safe and respectful relationships  3.3.2b Identify effective social skills to avoid risky situations (refer to 2.3.2b)	<p><b>Integrate self-awareness/positive self-concept</b></p> <ul style="list-style-type: none"> <li>• Describe the value of individual differences (unique to race, ethnicity, gender, disabilities, sexual orientation, age, religious beliefs)</li> <li>• Demonstrate positive communication skills in specific situations (family, peers, adults)</li> <li>• Examine how changes in self and others impacts relationships (family, peers, adults)</li> </ul> <p><b>Apply effective social skills to avoid risky situations</b></p> <ul style="list-style-type: none"> <li>• Dramatize a risky situation and provide an appropriate response</li> </ul>	<p><b>F.L.A.S.H.</b></p> <ul style="list-style-type: none"> <li>• Lesson 16, pg. 205: Communication</li> </ul> <p><b>KNOW</b></p> <ul style="list-style-type: none"> <li>• Lesson 3, pg. 149-160</li> </ul> <p><b>KNOW</b></p> <ul style="list-style-type: none"> <li>• Lesson 3, pg. 149-160</li> </ul>	
<b>3.4 Understand how emotions influence decision making</b>			
3.4.1a Express emotions in healthy ways and form safe and respectful relationships  3.4.1b Recognize a variety of emotions and how they affect self and others. Develop strategies about how to act in emotional situations	*		
3.4.2 Describe how emotions may influence decision making and develop strategies about how to act in emotional situations	<p><b>Analyze the effect of emotions on decision making</b></p> <ul style="list-style-type: none"> <li>• Predict outcomes of decision making in different emotional situations</li> <li>• Develop strategies to cope with different emotional situations</li> </ul>		

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**4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. (Essential Academic Learning Requirement)**

Benchmark 1 Eighth Grade	A Peninsula Eighth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>4.1 Analyze health and safety information</b>			
4.1.1 Identify how fitness and healthy living are important for life goals	*		
4.1.2 Identify health and safety issues associated with daily living	<b>Analyze daily health and safety habits and create a plan for improvement that supports a healthy lifestyle</b> <ul style="list-style-type: none"> <li>• Monitor and evaluate individual behaviors (diet, sleep, activity, safety) and create a fitness and health plan for improvement</li> </ul>		
<b>4.2. Develop a health and fitness plan and a monitoring system</b>			
4.2.1 Set daily goals for improving health and fitness practices	*		
4.2.2 Develop a personal health and fitness plan which includes a support and record keeping system to achieve health and fitness goals	<b>Analyze and assess personal health and fitness data</b> <ul style="list-style-type: none"> <li>• Establish a health and fitness plan using minimum health related standards, collected fitness and health data, and goals based on personal activity, fitness and health needs</li> </ul>		

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