



Wellness: Physical Education – Grade 8

In eighth grade, students will

- demonstrate competence in modified versions of a variety of movement forms
- participate successfully in dance activities, outdoor pursuits, and modified versions of team and individual activities
- understand and apply more advanced movement and game strategies
- identify, apply and set personal wellness goals
- establish personal physical activity goals
- understand relationship between a healthy life style and “feeling good”
- participate in a variety of health-related fitness activities
- interpret results of physical fitness assessment and use information to assist in the development of personal fitness goals
- solve problems by analyzing causes and potential solutions
- work cooperatively with a group to achieve a common goal in competitive as well as cooperative settings
- identify behaviors that are supportive and inclusive activities
- recognize physical activity as a vehicle for self expression
- demonstrate and understand the ways sport and dance influence culture.

Wellness: Health – Grade 8

In eighth grade, students will develop skills and abilities in three domains of health and wellness:

Respect for Differences

- explain the detrimental effects of prejudice (e.g., prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and on society as a whole
- analyze ways social issues (e.g. racism, sexism, religious intolerance, poverty, war) can impact community and personal health
- use a decision-making model to make decisions around health related issues including interpersonal relationships, conflict, and alcohol and other drug use
- demonstrate ways to build a supportive, inclusive environment in their school and community

Alcohol, Tobacco and Other Drug (ATOD): Use/Abuse Prevention

- list the general classifications of drugs and describe their general effects on the body
- describe the physical effects of smoking/smokeless tobacco and identify diseases that can result from using them
- describe the social, emotional and physical effects of alcohol and other drug use on individuals and families
- identify internal and external factors (e.g., family, religion and peers) that influence the decision of young people to use/not use ATOD
- discuss risks/dangers of alcohol and other drug use for adolescents
- describe alternatives to using alcohol and other drugs as ways to solve problems and initiate good feelings
- list and explain reasons for laws and school rules pertaining to alcohol, tobacco and other drugs
- analyze advertisements to identify messages and techniques used to influence people’s behavior and choices

- define the terms use, misuse, abuse, and addiction as applied to alcohol and other drugs
- describe signs and symptoms of alcohol and other drug abuse and addiction
- demonstrate effective ways of refusing tobacco, alcohol and other drug use
- identify resources for intervention and treatment for people (and their families) with alcohol or other drug problems

Interpersonal Relationships

- describe characteristics of healthy and unhealthy relationships.
- explain the difference between passive, aggressive, and assertive communication
- apply active listening, feedback and assertiveness skills to enhance interpersonal relationships
- evaluate the effects of sex role expectations and stereotypes on peer relationships
- explain how peer pressure influences choices and demonstrates strategies for managing negative peer pressure and encouraging positive peer pressure
- recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships
- identify resources/people to turn to for help when needed

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