

HEALTH ENHANCEMENT – GRADE 8

Grade Level Overview:

Focus Areas: *Develop an understanding of changes during adolescence, critical thinking and decision making to enhance health, develop knowledge of the consequences of drug, alcohol, and tobacco use and abuse, age appropriate lifetime activities and physical fitness.*

Students will participate in a wide range of individual and team activities. Basic moves, locomotor skills, manipulatives, rules, sportsmanship, and game strategy will be covered. Age appropriate health and wellness concepts and concerns will be presented. All aspects of the health enhancement program will be combined to create an informed background for student decision making and healthy lifestyles. Health Enhancement meets for 45 minutes every other day for 1 semester. PE meets 45 minutes every other day for 3 quarters.

MT Health Enhancement Philosophy. Health Enhancement combines the disciplines of “health” and “physical education” into a single curriculum with its focus on health-related outcomes. Concepts learned in the classroom are reinforced in the gymnasium and vice versa. Health is essential to a quality of life and leads directly to improved learning. Health enhancement develops the skills and behaviors necessary for students to become healthy, productive citizens who take personal responsibility for their own well-being as well as a social responsibility for the health of their community.

Early initiation of healthy behaviors is a predictor of enhanced school performance as well as less risk for morbidity and premature mortality in adulthood. Health enhancement is a critical component of the education process.

Health Enhancement Content Standards

The content of the SD6 Health Enhancement curriculum is aligned with the National Standards for H/PE and the Montana Content Standards and Benchmarks for Health Enhancement. Only those benchmarks with assessments, mapping, and/or essential learnings apply to Grade 8.

Standard 1: Students will have a basic knowledge and understanding of concepts that promote comprehensive health.

Benchmarks

1.1 Students will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

Students will:

	Essential Learnings	Assessment	Map
1.1.1	comprehend the health benefits of safe physical activity.	V, W, O for all.	D, M for all.
1.1.2	know the benefits of good health habits that help in the prevention, control and treatment of diseases.		
1.1.3	develop a knowledge of proper skin care awareness.		
	a. terminology (e.g., epidermis, dermis, melanin, glands) b. skin protection (e.g., sunscreen options, SFP ratings) c. skin diseases (e.g., cancers, acne, eczema, athlete's foot)		

1.2 Students will explain the function and maintenance of body systems, including the reproductive system.

Students will:

	Essential Learnings	Assessment	Map
1.2.1	explore the function of the reproductive and the endocrine systems.	V, W, O, P for all.	I, D for all.
1.2.2	identify the male and female reproductive system.		
1.2.3	explain the process of conception.		
1.2.4	define terms associated with the reproductive system.		
1.2.5	understand sexuality is a part of human growth and development.		
1.2.6	give reasons for choosing abstinence.		
1.2.7	identify choices that support abstinence is the best choice for teens.		

1.3 Students will analyze how peers, family, heredity, and environment influence personal health.

Students will:

	Essential Learnings	Assessment	Map
1.3.1	define and identify mental health.	V, W, O, P for all.	D, M
1.3.2	relate the benefits of stress management to a healthy life style.		
1.3.3	explore positive and negative self-esteem.		
1.3.4	define the concept of mental illness.		
1.3.5	discuss the causes, identification, and treatment of teen depressions and suicide.		
1.3.6	identify community and school resources available for assistance with mental health issues.		

- 1.4** Students will explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, and stress management. (Refer to FCS curriculum for nutrition.)

Students will:

	Essential Learnings	Assessment	Map
1.4.1	explain the importance of preventive health care.	V, W, O, P for all.	I for all.
1.4.2	understand the concept of disease (e.g., communicable, non-communicable).		
1.4.3	understand socially transmitted diseases (STD) (e.g., signs/symptoms, complications, treatment, transmission, prevention).		
1.4.4	identify community resources that promote comprehensive health.		
1.4.5	develop an understanding of drug, alcohol, and tobacco abuse.		
1.4.6	recognize signs, symptoms, and effects.		
1.4.7	discuss addiction.		
1.4.8	recognize the emotional impact of substance abuse on family, self, school, and peers.		

- 1.5** Students will explain how appropriate health care can prevent premature death and disability.

Students will:

	Essential Learnings	Assessment	Map
1.5.1	successfully complete a review of community CPR and First Aid.	V, W, O, P for all.	D, M for all.
1.5.2	develop and apply knowledge of community CPR and First Aid.		

Standard 2: Students will demonstrate competency in a variety of movement forms.

- 2.1** Students will demonstrate a variety of physical skills which encompass lead-up games, rhythms and dance, and individual, dual, and team sports.

Students will:

	Essential Learnings	Assessment	Map
2.1.1	understand and apply knowledge of team sports (e.g., basketball, soccer, flag football, volleyball, softball, floor hockey, ultimate Frisbee). a. display basic skills. b. comprehend basic terminology. c. comprehend offense/defense. d. display teamwork/sportsmanship. e. demonstrate knowledge of scoring rules. f. demonstrate appropriate safety guidelines. g. demonstrate appropriate respect and care for equipment. h. expand lifetime activity.	V, W for all.	I, D, M for all.

<p>2.1.2 understand and apply knowledge of individual sports (e.g., bowling, badminton, table tennis, pickleball, jump rope, jogging, aerobic tapes aerobic equipment, archery, rollerblading, track, golf).</p> <ul style="list-style-type: none"> a. display basic skills. b. comprehend basic terminology. c. display game strategy. d. demonstrate knowledge of scoring rules. e. demonstrate appropriate safety guidelines. f. demonstrate appropriate respect and care for equipment. g. expand lifetime activity. h. display sportsmanship <p>2.1.3 understand and apply knowledge of social dance.</p> <ul style="list-style-type: none"> a. demonstrate the basic skills of traditional and social dance. b. understand music choice. c. demonstrate partner synchronization. d. expand lifetime activity. <p>2.1.4 understand and apply knowledge of weight training.</p> <ul style="list-style-type: none"> a. demonstrate basic lifting concepts (e.g., set, repetitions, power, endurance, tone). b. comprehend basic terminology. c. demonstrate appropriate safety techniques and guidelines. d. demonstrate appropriate respect and care for equipment. e. expand lifetime activity. <p>2.1.5 understand and apply knowledge of challenge-based team activities.</p> <ul style="list-style-type: none"> a. utilize appropriate movement. b. display teamwork/strategy. c. demonstrate appropriate respect and care for equipment. d. demonstrate appropriate safety techniques and guidelines. e. expand lifetime activity. <p>2.1.6 understand and apply knowledge of aerobic fitness.</p> <ul style="list-style-type: none"> a. understand aerobic elements of fitness (e.g., heart rate, aerobic and anaerobic activity). b. demonstrate aerobic activity (e.g., jogging, aerobic tapes, aerobic equipment) c. understand use, respect, and care of aerobic equipment. d. understand body fat metabolism. e. expand lifetime activity. <p>2.1.7 understand and participate in fitness testing.</p> <ul style="list-style-type: none"> a. develop knowledge of lifetime fitness benefits (e.g., adult vs. student). b. interpret Presidential Fitness Test (e.g., utilization, national ranking). c. develop personal fitness plan. <ul style="list-style-type: none"> • understand changing fitness levels. 		
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<ul style="list-style-type: none"> ▪ realize personal strengths and weaknesses. ▪ understand fitness record keeping. ▪ incorporate warm-up elements. <p>d. expand lifetime activities.</p> <p>2.1.8 demonstrate a variety of skills and progressions with jump ropes.</p>		
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Standard 3: Students will apply movement concepts and principles while learning and developing motor skills.

3.1 Students will understand and apply movement concepts to game strategies.

Assessment	Map
V, O, P	D, M

3.2 Students will identify and refine the critical elements of advanced movement skills.

Assessment	Map
V, O	D, M

Students will:

Essential Learnings	Assessment	Map
3.2.1 understand how correct movement enhances performance.	V, O for all.	D, M for all.
3.2.2 develop an awareness of safety factors that affect lifetime activities, health, and wellness.		

3.3 Students will identify and understand the application of basic rules and strategies in a variety of physical activities.

Assessment	Map
V, W, O, P	D, M

Standard 4: Students will achieve and maintain a challenging level of health-related physical fitness.

4.1 Students will participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness.

Students will:

Essential Learnings	Assessment	Map
4.1.1 understand the principles of training and the FIT formula for the purpose of modifying fitness levels.	V, W, P	I
4.1.2 develop personal fitness goals.	W, P	D
4.1.3 demonstrate individual progress towards each component of health related physical fitness.	W, O	I
4.1.4 monitor aerobic activity using various apparatus (e.g., heart rate monitors, digi-walkers, pulse rate monitors).	V, W, P	D, M

- 4.2** Students will understand and apply basic principles of training to improve health-related physical fitness.

Assessment	Map
V, W, O, P	D, M

- 4.3** Students will identify personal fitness goals.

Assessment	Map
V, W, O, P	D

- 4.4** Students will demonstrate individual progress toward each component of health-related physical fitness.

Assessment	Map
W, O, P	D, M

Standard 5: Students will demonstrate the ability to use critical thinking and decision making to enhance health.

Benchmarks

- 5.1** Students will individually and collaboratively apply problem-solving processes to health issues.

Assessment	Map
V, W, O, P	D, M

- 5.2** Students will analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.

Students will:

Essential Learnings	Assessment	Map
5.2.1 develop decision making skills. a. understand the individual decision making process. b. recognize life-style relationships. c. recognize responsibility/trust. d. recognize individual differences/lifestyles. e. demonstrate personal decision making process. f. apply goal setting process.	V, W, O, P	D

- 5.3** Students will predict how decisions specific to health behavior have consequences for self and others.

Assessment	Map
V, W, O, P	D, M

5.4 Students will describe personal factors that influence an individual’s health goals.

Students will:

Essential Learnings	Assessment	Map
5.4.1. develop personal fitness and wellness program.	V, W, O, P	D

5.5 Students will explain a personal health plan that addresses needs, strengths, and risks.

Assessment	Map
V, W, O, P	D

5.6 Students will identify the validity of health information and how culture, media, and technology influence choices.

Assessment	Map
V, W, O, P	D, M

Standard 6: Students will demonstrate interpersonal communication skills to enhance health.

Benchmarks

6.1 Students will describe how the behavior of family and peers affects interpersonal communication.

Assessment	Map
V, W, O, P	D, M

6.2 Students will demonstrate ways to communicate care, consideration, and respect of self and others.

Assessment	Map
V, W, O, P	D, M

6.3 Students will demonstrate healthy ways to express needs, wants, and feelings.

Assessment	Map
V, W, O, P	D, M

6.4 Students will demonstrate refusal and mediation skills to enhance health.

Assessment	Map
V, W, O, P	D, M

6.5 Students will demonstrate strategies to analyze and manage conflict in healthy ways. (Refer to Guidance and Counseling and FCS curricula.)

Standard 7: Students will demonstrate health-enhancing behaviors.

Benchmarks

7.1 Students will enjoy participation in physical activity.

Assessment	Map
V, W, O, P	D, M

7.2 Students will recognize the social benefits of physical activity.

Assessment	Map
V, O	D, M

7.3 Students will participate in health-enhancing physical activity outside of school.

Assessment	Map
V, O	D, M

7.4 Students will work cooperatively with a group to achieve group goals in both cooperative and competitive settings.

Assessment	Map
V, O, P	D, M

7.5 Students will demonstrate strategies to improve or maintain personal health and family health.

Students will:

	Essential Learnings	Assessment	Map
7.5.1	demonstrate strategies to improve and maintain healthy eating habits.	V, W, O, P for all.	D, M
7.5.2	discuss healthy habits that minimize the risk of disease.		D
7.5.3	demonstrate the ability to locate school and community health resources.		M
7.5.4	demonstrate safety rules and procedures for various seasonal and environmental conditions.		D, M
7.5.5	demonstrate how and when to say no to harmful situations.		D
7.5.6	demonstrate appropriate personal hygiene.		M
7.5.7	understand and recognize the importance of good hygiene.		M
7.5.8	understand the consequence of the use, misuse, and abuse of medications, tobacco, alcohol and other substances.		D
7.5.9	practice self-directed behavior without external rewards.		M
7.5.10	describe and practice ways to help the body grow strong and healthy.		D, M