



Department of Teaching & Learning
Parent/Student Course Information

HEALTH AND PHYSICAL EDUCATION

8A (PE 7201)

8B (PE 7202)

One-half credit per semester

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

Students in grade 8 focus on competence in skillful movement in modified, dynamic game/sport situations, a variety of rhythmic and recreational activities, as well as the improvement of students' levels of physical fitness. They transition from modified versions of movement forms to more complex applications across all types of activities. They apply knowledge of major body structures to explain how body systems interact with and respond to physical activity and how structures help the body create movement. Students will explain the relationship between nutrition, activity, and body composition to deepen understanding of energy balance. They will demonstrate socially responsible behavior as they show respect for others, make reasoned and appropriate choices, and resist negative peer pressure, and exhibit integrity and fair play to achieve individual and group goals in the physical activity setting. 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. 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: Wellness-Personal Health and Fitness Plan; Nutrition; Health Risk Behaviors-Social Interactions and Substance Abuse; Managing Personal Health-Mental Health, Nervous System, and Disease; and Environmental Health.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Health and Physical Education, Grade 9

REQUIRED STUDENT TEXTBOOK

Teen Health: Hard copy and online, Glencoe (2014)

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

HEALTH GRADE 8

Wellness

- SOL 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- SOL 8.1.b Assess the health risks of a sedentary lifestyle.
- SOL 8.1.e Assess the health risks of not getting enough sleep.
- SOL 8.1.n Assess the health consequences of injuries, and identify leading injury-prevention measures.
- SOL 8.2 The student will apply health concepts and skills to the management of personal health.
- SOL 8.2.c Determine the benefits of developing and implementing short- and long-term personal and family health and fitness goals that are achievable and purposeful.
- SOL 8.2.g Describe personal preventive health measures, including immunizations, nutrition, physical activity, and sleep.
- SOL 8.2.j Create short and long-term health and fitness SMART goals that are achievable, purposeful, and that support cognitive performance and academic success.
- SOL 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.
- SOL 8.3.b Evaluate the physical, mental, and social benefits of physical activity.
- SOL 8.3.c Develop practical solutions for removing barriers to physical activity and healthy food choices.

Nutrition

- SOL 8.1.c Examine the health risks caused by food contaminants.
- SOL 8.1.d Identify eating disorders, and describe the dangers of engaging in unbalanced and unsafe diet practices to gain or lose weight.
- SOL 8.2.d Compare healthy and risky approaches to weight management.
- SOL 8.2.e Analyze the impact of family and personal influences on eating habits and attitudes toward weight management.
- SOL 8.2.f Examine the causes and effects of compulsive behaviors, such as eating disorders.
- SOL 8.3.d Identify strategies to increase water intake.
- SOL 8.3.e Create a plan to make healthy food choices, including choosing fruits and vegetables, in a variety of settings.
- SOL 8.3.f Encourage family and peers to choose healthy foods.

Health Risk Behaviors

Social Interactions

- SOL 8.1.m Identify the benefits and risks of social networking.
- SOL 8.1.p Identify the consequences of involvement in potentially dangerous situations, such as when weapons, physical violence, and gangs are present.
- SOL 8.1.u Explain how individual, social, and cultural differences may increase vulnerability to bullying.
- SOL 8.2.m Develop goals to analyze and manage the impact of social networking.
- SOL 8.2.n Evaluate the importance of developing relationships that are positive and promote wellness.
- SOL 8.2.o Analyze the risks associated with gang-related activities for self, family, and the community.
- SOL 8.2.p Recognize warning signs associated with bullying behaviors (e.g., declining grades, fear of attending school, social withdrawal, lost or destroyed books or technology, self-destructive behaviors).
- SOL 8.3.h Develop guidelines for using social networks.
- SOL 8.3.i Create a media campaign for the use of refusal and negotiation skills to avoid risky situations.

- SOL 8.3.j Identify ways for students to develop relationships that are positive, promote wellness, and prevent gang involvement.
- SOL 8.3.m Justify and encourage safe, respectful, and responsible relationships.
- SOL 8.3.o Create strategies for helping others prevent or get help with bullying.

Substance Abuse

- SOL 8.1.i Describe the short and long-term health issues related to alcohol, tobacco, and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.
- SOL 8.1.j Research the signs, symptoms, and causes of addiction.
- SOL 8.1.k Explain how drugs affect the brain.
- SOL 8.2.h Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use.
- SOL 8.2.i Explain why most teenagers do not use alcohol, tobacco, or other drugs.

Managing Personal and Family Health

Mental Health

- SOL 8.1.o Evaluate the health risks associated with feelings of immortality and invincibility.
 - SOL 8.1.q Analyze the role of tolerance and resilience in coping with stress.
 - SOL 8.1.r Explain the impact of failing to recognize issues related to emotional and mental health.
 - SOL 8.1.s Explain why seeking help for mental health issues is important.
 - SOL 8.1.t Describe the signs and symptoms of depression and suicide.
 - SOL 8.2.k Describe effective coping mechanisms for managing personal and family stress.
 - SOL 8.2.q Describe signs of self-harm behaviors.
 - SOL 8.3.l Design a management plan to reduce stress.
 - SOL 8.3.k Describe healthy ways to handle the emotional, psychological, and physical consequences of stress.
 - SOL 8.3.n Identify resources for helping someone who is exhibiting self-harming behaviors.
- Nervous System**
- SOL 8.1.a Identify and describe the major structures and functions of the brain and nervous system.
 - SOL 8.2.a Identify brain and nervous system disorders.
 - SOL 8.2.b Describe ways to maintain brain and nervous system health.
 - SOL 8.3.a Design strategies to protect and promote brain and nervous system health.
- Disease**
- SOL 8.1.f Explain the roles of preventive health measures, immunization, and treatment in disease prevention.
 - SOL 8.1.g Analyze the risk factors associated with communicable and non-communicable diseases.
 - SOL 8.1.h Identify pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk of diabetes, heart disease, and stroke.
 - SOL 8.2.g Describe personal and family preventive health measures, in preventing diabetes, heart disease, stroke, and other chronic diseases.
 - SOL 8.3.g Develop a strategy to prevent diabetes, heart disease, stroke, and other chronic diseases and conditions.

Environmental Health

- SOL 8.1.v Describe pollutants found in water, soil, and air and their impact on body systems.
- SOL 8.2.r Explain how humans and the environment are interdependent.
- SOL 8.3.p Analyze opportunities for community service.
- SOL 8.3.q Create environmental design solutions that promote physical and psychological health.

PHYSICAL EDUCATION GRADE 8

Motor Skill Development

- SOL 8.1 The student will apply and demonstrate movement concepts and skills in modified versions of various game/sport, rhythmic, and recreational activities.
- SOL 8.1.a Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies to include reducing space, transitioning from offense to defense quickly, communicating with teammates, and selecting appropriate tactics to gain defensive advantage.
- SOL 8.1.b Create a rhythmic movement sequence to music as an individual or in a group.
- SOL 8.1.c Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to a variety of activities.
- SOL 8.1.d Apply and demonstrate biomechanical principles of force, motion (laws of motion), rotation, and energy.
- SOL 8.1.e Demonstrate balance (center of support and center of gravity) in a variety of activities.
- SOL 8.1.f Demonstrate physiological principles of warm-up, cool down, overload, specificity, and progression to improve performance.
- SOL 8.1.g Demonstrate use of technology tools to analyze and improve performance.
- SOL 8.1.h Describe how movement is created in activities that involve agility, power, coordination, reaction time, speed, force, motion, rotation, and energy.
- SOL 8.1.i Explain the role of balance (center of support, center of gravity, planes of movement) in creating movement.
- SOL 8.1.j Analyze movement performance and utilize feedback to learn or improve the movement skills of self and others.

Anatomical Basis of Movement

- SOL 8.2 The student will apply movement principles and concepts and apply knowledge of major body structures to explain how body systems interact and respond to physical activity and movement.
- SOL 8.2.a Explain how body systems interact with one another during physical activity.
- SOL 8.2.b Identify and describe biomechanical principles (e.g., spin, rebound, effects of levers) to understand skillful movements.
- SOL 8.2.c Explain how offensive and defensive tactics and strategies are used to gain an advantage offensively and defensively.
- SOL 8.2.d Analyze performance in a variety of selected skills/activities using movement concepts of agility, power, coordination, reaction time, speed, force, motion, rotation, and energy of self and partner.
- SOL 8.2.e Analyze movement progressions (practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and utilize feedback to improve the movement skills of self and/or others.
- SOL 8.2.f Describe effects of exercise/activity on physical movement, body systems, and brain development.

- SOL 8.2.g Describe how muscles move bones to create paired movement by relaxing and contracting.
- SOL 8.2.h Identify types of joints and associated movements to include ball and socket (flexion/extension), pivot (rotation of one bone around another), and hinge (flexion/extension).
- SOL 8.2.i Apply knowledge of anatomy to accurately describe movements in relation to type of joint and associated movement/motion, associated bones and muscles, and type of muscle contraction.

Fitness Planning

- SOL 8.3 The student will apply self-assessment skills and use technology to create and implement a personal fitness plan to improve or maintain personal fitness.
- SOL 8.3.a Self-assess level of physical activity and personal fitness on all components of health-related fitness, including body composition, and develop a plan, including SMART (specific, measurable, attainable, realistic, and timely) goals, and action-plan strategies –that include documentation of activities, mid-year and end-of-year assessments, reflection on progress, and timeline for maintenance or improvement.
- SOL 8.3.b Define and describe specificity, overload, and progression in relation to improving personal fitness.
- SOL 8.3.c Demonstrate use of technology tools to assess, monitor/record, and improve personal fitness.
- SOL 8.3.d Create and implement an activity plan to meet physical activity guidelines of 60 minutes a day that includes warm-up, cool down, and appropriate intensity levels.
- SOL 8.3.e Monitor heart rate before, during, and after moderate to vigorous physical activity (MVPA).

Social Development

- SOL 8.4 The student will describe and apply a variety of social and safety skills to achieve individual and group goals in a variety of physical activity settings.
- SOL 8.4.a Describe and demonstrate best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
- SOL 8.4.b Describe and demonstrate appropriate encouragement and feedback to peers without prompting from the teacher.
- SOL 8.4.c Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance.
- SOL 8.4.d Demonstrate basic movements used in stress-reducing activities (e.g., yoga, Pilates, tai chi).
- SOL 8.4.e Apply communication skills and strategies that promote team/group dynamics.
- SOL 8.4.f Describe and demonstrate conflict-resolution skills.
- SOL 8.4.g Apply problem solving skills in cooperative and dynamic physical activities and/or dance settings.
- SOL 8.4.h Analyze and compare social and emotional benefits of participation in a variety of activities.
- SOL 8.4.i Identify opportunities for social interaction through physical activity in the community.

Energy Balance

- SOL 8.5 The student will explain the relationship of caloric intake, caloric expenditure, and body composition.
- SOL 8.5.a Describe the relationship between poor caloric intake and health risk factors.
- SOL 8.5.b Explain the role of energy balance in weight management and body composition.
- SOL 8.5.c Describe types of body-composition measures and demonstrate appropriate use of one measure.
- SOL 8.5.d Explain a Rate of Perceived Exertion (RPE) scale and how it relates to energy expenditure.

- SOL 8.5.e Describe how an RPE scale can be used to adjust workout intensity during physical activity.
- SOL 8.5.f Describe the body's physiological responses to warm-ups and cool downs.
- SOL 8.5.g Identify activities that use the anaerobic and aerobic energy systems.
- SOL 8.5.h Create a one-week meal plan, including snacks and physical activity, based on Recommended Dietary Allowances (RDA), portions, macronutrients, vitamins, minerals, hydration, sugar, and salt.

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For further information please call (757) 263-1070.

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Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email her at Brenda.Fuller@VBSchools.com

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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