



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 eight physical education demonstrate competence in skillful movement in modified, dynamic game/sport situations and in a variety of rhythmic and recreational activities. They transition from modified versions of movement forms to more complex applications across all types of activities. The grade-eight student applies 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, resist negative peer pressure, and exhibit integrity and fair play to achieve individual and group goals in the physical activity setting. Students are able to set goals, track progress, and participate in physical activities to improve health-related fitness. They have a repertoire of abilities across a variety of game/sport, dance, and recreational pursuits and begin to develop competence in specialized versions of lifelong game/sport activities.

Students in grade eight health, have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks (self-awareness and social awareness). They begin to relate short- and long-term consequences of health choices (responsible decision making) and apply health skills to specific personal, family, and community health concerns (self-management, responsible decision making, and relationship skills). Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Health and Physical Education I – (HPE9)

REQUIRED STUDENT TEXTBOOK

None

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

HEALTH GRADE 8

Essential Health Concepts

8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.

Body Systems

- a) Identify and describe the major structures and functions of the brain and nervous system and identify brain and nervous system disorders.

Nutrition

- b) Determine the nutrients needed for proper brain function.
c) Examine the health risks posed by food contaminants during food preparation and food storage.
d) Identify the nutritional impact of disordered eating.
e) Compare health benefits and risks associated with trending diets, dietary supplements, and popular beverages, including sugar-sweetened and caffeinated beverages.

Physical Health

- f) Evaluate the physical, mental, and social health benefits of physical activity.

Disease Prevention/Health Promotion

- g) Explain the difference between rest, sleep, sleep deprivation, and sleep debt.
h) Identify environmental and personal factors that influence the degree of risk of diabetes, heart disease, cancer, obesity, and stroke.

Substance Abuse Prevention

- i) Describe the short- and long-term health issues and effects on the brain related to the use of alcohol, tobacco, nicotine products, and other drugs, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.
j) Research the signs, symptoms, and causes of addiction and the impact of substance use disorder on relationships and behavior.

Safety/Injury Prevention

- k) Explain the need for school safety drills and procedures.
l) Identify risky behaviors associated with Internet use, online gaming, and social media use.
m) Identify the benefits and risks of social media.
n) Describe how to assess levels of stress based on physical and psychological responses.
o) List the skills and strategies for refusal and negotiation.

Mental Wellness/Social and Emotional Skills

- p) Describe characteristics of healthy and unhealthy relationships, including establishing and communicating boundaries.
q) Describe the warning signs, risk factors, and protective factors for self-harm behaviors, depression, and suicide.
r) Identify factors that can influence mental health (e.g., family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community).
s) Identify and describe careers associated with mental health care (e.g., social worker, psychologist, psychiatrist).

Violence Prevention

- t) Differentiate between bullying behaviors, arguments, peer conflict, harassment, teasing, taunting, and joking situations.
u) Identify the consequences of weapon use, physical violence, and gang involvement.

Community/Environmental Health

- v) Define and describe renewable resources and sustainable energy.

Healthy Decisions

8.2 The student will apply health concepts and skills to the management of personal and family health.

Body Systems

- a) Describe ways to maintain brain and nervous system health.

Nutrition

- b) Explain how nutrients contribute to brain function.
- c) Describe food safety techniques (e.g., hand washing, food washing, cross contamination, proper handling and storing of foods).
- d) Analyze the impact of society (i.e., media, family, peers) on eating habits and attitudes toward weight and body size.
- e) Evaluate the accuracy of claims about trending diets, dietary supplements, and popular beverages.

Physical Health

- f) Assess the health risks of a sedentary lifestyle.

Disease Prevention/Health Promotion

- g) Identify sleep hygiene strategies to support recommendations for optimal sleep.
- h) Describe preventive health measures, including immunizations, regular health and medical screenings, nutrition, physical activity, sleep, and limiting personal technology use, in preventing diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases.

Substance Abuse Prevention

- i) Analyze the social, economic, and family and peer pressure influences on the use of tobacco, nicotine products (e.g., e-cigarettes), alcohol, marijuana, and other drugs.
- j) Have and express positive norms regarding why most teenagers do not use alcohol, tobacco, prescription opioids, or other drugs (e.g., do not think use and abuse are acceptable or appropriate).

Safety/Injury Prevention

- k) Explain the potential consequences of following and not following safety protocols for school drills.
- l) Explain the role of decision making when faced with potentially harmful situations when using the Internet, online gaming, and social media.
- m) Develop strategies to assess and manage the effects of social media use.
- n) Identify personal stress-management skills that help respond to different kinds of stress.
- o) Explain the benefits of using refusal and negotiation skills for a variety of risk-taking situations.

Mental Wellness/Social and Emotional Skills

- p) Explain the importance of developing relationships that are positive and promote wellness.
- q) Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance.
- r) Explain how negative perceptions of mental health promote a stigma about mental illnesses and emotional challenges.
- s) Describe the role of mental health professionals in schools (e.g., school counselors, psychologists, social workers).

Violence Prevention

- t) Explain the effects of bullying on individuals, including vulnerable populations.
- u) Analyze the risks associated with weapon use, physical violence, and gang-related activities for oneself, the family, and the community.

Community/Environmental Health

- v) Explain how humans and the environment are interdependent.

Advocacy and Health Promotion

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.

Body Systems

- a) Design strategies to protect and promote brain and nervous system health.

Nutrition

- b) Create a plan to make healthy food choices, including choosing fruits and vegetables and increasing water and healthy beverage choices in a variety of settings.
- c) Create strategies to promote food safety at home.
- d) Identify and promote resources for help and assistance with disordered eating.
- e) Develop factual advertising to help family and peers evaluate healthy food and beverage choices.

Physical Health

f) Create environmental design solutions that promote physical and mental health.

Disease Prevention/Health Promotion

g) Create Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.) goals to get optimal sleep to promote cognitive performance and academic success.

h) Design a plan of action with short- and long-term goals to prevent diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases and conditions.

Substance Abuse Prevention

i) Design persuasive advertising to eliminate drug use.

j) Create a campaign that emphasizes the importance of prevention and early identification of drug use disorder.

Safety/Injury Prevention

k) Develop a personal action plan during an emergency situation for a variety of locations outside of school (e.g., shopping areas, recreation areas).

l) Develop appropriate personal guidelines for online gaming and social media use.

m) Develop and promote guidelines for using social media.

n) Practice and promote stress-management skills.

o) Analyze a variety of situations to determine when to use refusal and negotiation skills to avoid risk.

Mental Wellness/Social and Emotional Skills

p) Ability to develop safe, respectful, and responsible relationships.

q) Identify and recognize family, school, and community resources for helping oneself and others with mental health needs.

r) Explain the effects of stigma on accessing help and assistance for mental illnesses and emotional challenges.

s) Promote the availability of school and community mental health resources.

Violence Prevention

t) Recommend strategies to prevent, safely defend oneself and others, or get help with bullying.

u) Describe ways for students to develop relationships that are positive, promote wellness, and prevent weapon use, physical violence, and gang involvement.

Community/Environmental Health

v) Analyze opportunities for community service and advocacy for policies that promote environmental health.

PHYSICAL EDUCATION GRADE 8

Motor Skill Development

8.1 The student will apply and demonstrate movement concepts and skills in small-sided games/sports, rhythmic, dance, lifetime, and recreational activities.

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, including reducing space, transitioning from offense to defense quickly, and selecting appropriate tactics to gain a defensive advantage.

b) Create a rhythmic movement or dance sequence to music as an individual or in a group.

c) Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to various activities.

d) Demonstrate and explain the role of balance (center of support, center of gravity, and planes of motion) in a variety of activities.

e) Demonstrate physiological principles of warm-up, cool down, overload, specificity, and progression to improve performance.

f) Demonstrate the use of technology tools to analyze and improve performance.

g) Analyze movement performance/progressions (i.e., practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and use feedback to learn or improve the movement skills of self and others.

Anatomical Basis of Movement

- 8.2 The student will apply movement principles and concepts and apply knowledge of major body structures to explain how body systems interact with and respond to physical activity and movement.
- Explain how body systems interact with one another during physical activity.
 - Identify and describe biomechanical principles (e.g., spin, rebound, effects of levers, force, motion, rotation, and energy) to understand skillful movements.
 - Explain how offensive and defensive tactics and strategies are used to gain an advantage in games and sports.
 - 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.
 - Analyze movement progressions (i.e., practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and use feedback to improve the movement skills of self and/or others.
 - Describe the effects of physical activity and exercise on the body, including cardiorespiratory, muscular, and nervous systems.
 - 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

- 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.
- Complete a self-assessment of current fitness levels and develop a comprehensive personal fitness plan, including SMART (specific, measurable, attainable, realistic, timely) goals, an action plan that incorporates the FITT (frequency, intensity, time and type of exercise) principle, a timeline, documentation of activities inside and outside school, roadblocks/barriers and solutions, midyear and end-of-year assessments, and reflection on progress for improving at least three components of health-related fitness.***
 - Describe how an RPE scale can be used to adjust workout intensity during physical activity.
 - Use a variety of resources, including available technology tools and prior fitness data, to evaluate, monitor, and record activities for personal fitness improvement.
 - Create and implement an activity plan (that includes warm-up, cool-down and appropriate intensity levels) applying specificity, overload, and progression, and identify safety precautions to meet the Centers for Disease Control and Prevention's Physical Activity Guidelines for Americans.
 - Describe the body's physiological responses to warm-ups and cool downs.
 - Identify activities that use the anaerobic and aerobic energy systems.
 - Demonstrate perseverance in achieving fitness goals.

Social and Emotional Development

- 8.4 The student will describe and apply social and safety skills to achieve individual and group goals in physical activity settings.
- 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).
 - Describe and demonstrate appropriate encouragement and feedback to peers without prompting from the teacher.
 - Identify and demonstrate proper etiquette, respect for others, integrity, effective communication, problem-solving skills, conflict-resolution skills, self-management and teamwork skills while engaging in cooperative and dynamic physical activity and/or social dance.
 - Identify and demonstrate self-awareness in selecting stress-reducing activities (e.g., yoga, Pilates, tai chi).
 - Apply relationship skills and strategies (e.g., trust, compassion, empathy) that promote team/group dynamics and inclusion.
 - Analyze the proper use of equipment and self-management skills in relation to safety in physical activity.

- g) Analyze and compare social and emotional benefits of participation in various activities.
- h) Identify opportunities for social interaction through physical activity in the community.
- i) Develop plans to enhance inclusion and reduce social exclusion/marginalization.

Energy Balance

- 8.5 The student will explain the relationship of caloric intake, caloric expenditure, and body composition.
- a) Describe the relationship between inadequate caloric intake and health risk factors.
 - b) Explain the role of energy balance in weight management and body composition.
 - c) Describe types of body-composition measures.
 - d) Explain a Rate of Perceived Exertion (RPE) scale and how it relates to energy expenditure.
 - e) ***Create a one-day energy balance plan, including meals, snacks and physical activity, based on Recommended Dietary Allowance (RDA).***

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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

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Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Gonzalez@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456, (757) 263-1088, Robert.Wnukowski@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees) and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of [Section 504 of the Rehabilitation Act](#) should be addressed to the Section 504 Coordinator/Executive 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, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/legal guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy [5-7](#) addresses non-discrimination and anti-harassment, Policy [5-44](#) addresses sexual harassment and discrimination based on sex or gender. Policy [5-36](#) and its supporting regulations address other forms of harassment.

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CHARTING THE COURSE

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