

Health and Fitness - Eighth Grade

In Grade 8, students demonstrate competence in skillful movement in modified game 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. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in selected physical activities. Students are able to set goals, track progress, and participate in these activities to improve health-related fitness. Students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students learn to refine critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.

GLE

1.1.1 Demonstrates fundamental motor skills and complex motor skills that contribute to movement proficiency.

- **Demonstrates mechanics of movement as applied to specific motor skills.**
Example:
→ Performs a volleyball serve over the net.
- **Performs movement combinations in rhythmic activities.**
Example:
→ Performs social dance, hip hop, or cultural dance.
- **Demonstrates proficiency of movement combinations in fundamental motor skills and complex motor skills involving team games and group activities.**
Example:
→ Demonstrates trapping, dribbling, and passing to a partner in a modified soccer game.
- **Demonstrates proficiency of movement combinations in fundamental motor skills and complex motor skills involving individual games and activities.**
Example:
→ Serves and moves to ready position in badminton.
- **Demonstrates and describes the importance of practice to improve skill levels.**
Example:
→ Practices tennis serve and explains the importance of practice using a teacher-designed worksheet.

Health and Fitness - Eighth Grade

1.1.5 Demonstrates understanding of movement concepts.

- Applies skill patterns of self and partner, detecting and correcting mechanical errors.

Example:

→ Uses a rubric to provide feedback to a partner when throwing a softball.

- Implements skill patterns in individual/partner practice.

Example:

→ Performs a hop, step, and jump pattern while completing a triple jump.

Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

GLE

1.2.1 Understands safety rules and procedures in a variety of physical activities: Individual, dual/team, and lifetime activities.

CBA: Concepts of Health and Fitness

- Demonstrates proper handling of equipment.

Example:

→ Demonstrates proper use of heart rate monitors.

- Demonstrates ability to organize own games and apply safety rules and procedures.

1.2.2 Applies skills and strategies necessary for effective participation in physical activities.

- Demonstrates sportsmanship and cooperation during a variety of competitive activities.
- Demonstrates the role of each position.

Example:

→ Identifies the role of forward, striker, and goalie in soccer.

- Demonstrates offensive, defensive, and cooperative strategies.

Example:

→ Demonstrates coverage of play in softball (first-base person fields the ball, and pitcher covers first base).

Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

GLE

1.3.1 Applies the components of health-related fitness.

CBA: Fitness Plan for Pat

CBA: Concepts of Health and Fitness

- Demonstrates the relationship between the FITT principle and components of health-related fitness as related to lifelong fitness.

Health and Fitness - Eighth Grade

- **Performs self-assessments to measure personal fitness in components of health-related fitness.**
Example:
→ Counts sit ups completed in 60 seconds.
- **Implements, reflects, and adjusts realistic fitness goals based on current fitness measurement results and minimum health standards for age and gender in an activity log.**
Example:
→ Sets a goal, performs the task, and then adjusts the goal.
- **Uses FITT principle to plan and participate in activities promoting each of the components of health-related fitness.**
Example:
→ Understands when participating in cardiorespiratory activities, intensity should be between 60 to 85 percent of the target heart rate.
- **Shows personal benefits of making positive health and fitness improvements.**
Example:
→ Recognizes increased cardiorespiratory endurance will decrease cardiovascular disease.

1.3.2 Understands phases of a workout.

CBA: Concepts of Health and Fitness

- **Explains the phases of a workout.**
Example-
→ Warm-up, stretch, physical activity, cool-down

Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

GLE

1.4.1 Applies the components of skill-related fitness to physical activity.

- **Shows differences between skill-related and health-related fitness components.**
Example:
→ Understands agility measures quickness; and flexibility measures range of motion.
- **Demonstrates components of skill-related fitness in physical activity.**
Example:
→ Recognizes power is needed when diving into the pool.
- **Demonstrates appropriate self-assessments in skill-related fitness.**
Example:
→ Performs shuttle run when measuring agility.

Health and Fitness - Eighth Grade

- **Participates in skill-related fitness assessments for goal setting.**
Example:
→ Performs assessments in speed and power and sets personal goals.
- **Shows progress in a personal health and fitness plan.**
Example:
→ Understands lower sprint time will show improvement in speed.

1.4.2 Explains how movement skills contribute to active living for lifetime health.

CBA: Fitness Plan for Pat

CBA: Concepts of Health and Fitness

- **Describes how physical activity contributes to a healthy lifestyle.**
Example:
→ Discusses how benefits of power walking or jogging may help control diabetes.

Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.

GLE

1.5.1 Applies nutrition goals based on dietary guidelines and individual activity needs.

CBA: Fitness Plan for Pat

CBA: Shop, Eat, Move

CBA: Concepts of Health and Fitness

- **Describes dietary guidelines when making food choices.**
Example:
→ Classifies foods by food group, food source, nutritional content, and nutritional value.
- **Shows relationship between balanced food choices, portion size, and hydration.**
Example:
→ Discovers how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working.
- **Predicts effects of nutrients (fats, carbohydrates, proteins, vitamins, minerals, and water) on the body.**
Example:
→ Understands water contributes to temperature regulation and helps to eliminate waste.
- **Shows relationship between body fat and lean body mass.**
Example:
→ Understands the body needs fat to function normally, and the body gets energy from fat.

Health and Fitness - Eighth Grade

1.5.2 Creates a plan to improve performance based on nutritional practices.

CBA: Fitness Plan for Pat

- Shows relationship between caloric intake and physical activity.
Example:
 - Uses a pedometer to view caloric expenditure after physical activity and compares calories on a nutrition label of a favorite drink.
- Develops a personal/individual caloric needs assessment based on activity levels, age, and specific health requirements in a balanced health and fitness plan, including diet, sleep, and nutritional habits.

1.5.4 Analyzes healthy and unhealthy eating patterns.

CBA: Shop, Eat, Move

- Analyzes how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.

EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component 2.1: Understands foundations of health.

GLE

2.1.1 Analyzes the dimensions of health and relates to personal health behaviors.

- Points out how the dimensions of health create a balance of personal health.
Example:
 - Lengthy phone conversations with friends (social health) may create an unbalanced life because homework doesn't get completed (intellectual health).
- Analyzes personal health in relation to the dimensions of health.
Example:
 - Understands that stress-management techniques may balance mental health.

Component 2.2: Understands stages of growth and development.

GLE

2.2.1 Understands structure and functions of body systems.

CBA: Touring the Systems

CBA: Concepts of Health and Fitness

- Describes the inter-relationships between the major body systems.
Example:
 - Describes how body systems work together: Skeletal-muscular; respiratory-cardiovascular.

Health and Fitness - Eighth Grade

- 2.2.2 Understands how to maintain sexual health throughout life.
- The Healthy Youth Act ([RCW 28A.300.475](#)) provides a framework for schools that choose to offer sexual health education as a component of their broader health curriculum. School districts that provide sexual health education must be in compliance with this GLE and be consistent with the [2005 Guidelines for Sexual Health and Disease Prevention](#).
- 2.2.3 Evaluates hereditary factors affecting growth, development, and health.
- Evaluates health risks that influence hereditary factors.
Example:
→ Exercises regularly to decrease chance of high blood pressure.
- 2.2.4 Analyzes benefits of maintaining a balance of healthy habits (stress, sleep, exercise, nutrition, recreation, and school).
- Compares negative vs. positive health habits.
Example:
→ Compares poor nutrition may decrease energy (negative); where appropriate sleep may enhance energy (positive).

Component 2.3: Understands the concepts of prevention and control of disease.

GLE

- 2.3.1 Understands factors and prevention related to communicable diseases.
- Describes transmission, prevention, and treatment of a variety of communicable diseases.
Example:
→ Explains bacterial pneumonia is transmitted through direct contact with an infected person. Prevention: Avoid contact with infected person.
Treatment: Antibiotics are used to treat bacterial pneumonia.
 - Describes risks (emotional, physical, and social) associated with HIV: Prevention, current infection rates, progression, transmission, and treatment.
Example:
→ Describes how infection impacts self-esteem and/or friendships.
 - Describes possible risks associated with piercings and tattoos.
Example:
→ Infections from non-sterilized equipment.
 - Describes community agencies and resources available for prevention and treatment of communicable diseases.
Example:
→ Locates www.cdc.gov and local health clinics.

Health and Fitness - Eighth Grade

2.3.2 Develops skills that prevent and control non-communicable diseases.

- Composes a list of community agencies, public policies, and resources available for prevention and treatment of non-communicable diseases.

Example:

→ Discusses how public smoking laws may prevent heart disease.

Component 2.4: Acquires skills to live safely and reduce health risks.

GLE

2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.

CBA: Acme Advertising

- Describes types of abuse, recognizes risky situations, and identifies sources to help in home, school, and community.

Example:

→ Discusses that violence might occur in an unsupervised setting. Identifies parent or trusted adult as a source of help.

- Describes the potential impacts of harassment, bullying, and intimidation (sexual, sexual orientation, gender, religion, disability, ethnic, race, age) on individuals.

Example:

→ Understands continual harassment may impact academic performance.

- Describes risky situations and provides appropriate response.

Example:

→ Understands alternative response: Instead of riding with an intoxicated friend, call for a safe ride.

2.4.2 Applies first-aid skills, ways to prevent injuries, and skills to respond appropriately and safely.

- Demonstrates basic first-aid/CPR procedures including blood-borne pathogen protections.
- Discovers local school services, crisis services, and emergency resource services.

Example:

→ Understands how to access school resources during an emergency.

2.4.3 Understands positive and negative effects of stress and stress-management techniques.

- Describes personal stressors and coping skills for stress management.

Health and Fitness - Eighth Grade

2.4.5 Understands issues and risks related to drug use and abuse.

CBA: Sara's Story

CBA: Tobacco Times

- Discusses community resource agencies.
- Describes how drug abuse affects the person, community, and family.

EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: Understands how family, culture, and environmental factors affect personal health.

GLE

3.1.1 Analyzes how family and cultural factors impact health.

- Compares different cultures in the community and compares how cultures impact family health.

Example:

→ Understands importance of families learning about other races and cultures to promote cultural competency.

3.1.2 Analyzes how environmental factors impact health.

- Analyzes routes of exposure, dose, toxicity, and individual susceptibility to develop strategies to mediate negative impacts from environmental hazards.

Example:

→ Points out necessity of sun block for skin protection in infants, children, teens, and adults, and exposure over length of time (duration), (e.g., 30 minutes, 1 hour, 2 hours, and 4 hours).

Component 3.2: Evaluates health and fitness information.

GLE

3.2.1 Analyzes health and fitness product information.

CBA: True Media Message

- Points out the risks of inappropriate use of health and fitness products.

Example:

→ Describes risks of weight-loss products and supplements.

3.2.2 Creates health and fitness messages in media.

CBA: True Media Message

- Selects a positive media campaign to promote healthy decisions.

Example:

→ Develops a media campaign promoting a drug-free lifestyle.

Health and Fitness - Eighth Grade

Component 3.3: Evaluates the impact of social skills on health.

GLE

3.3.1 Solves conflicts while maintaining safe and respectful relationships.

CBA: ACME Advertising

CBA: Sara's Story

CBA: Tobacco Times

- Shows the value of individual differences (unique to race, ethnicity, gender, disabilities, sexual orientation, age, and religious beliefs).
- Demonstrates positive communication skills (including steps for refusal skills, conflict resolution, anger management, and decision-making skills) in specific situations: Family, peers, adults.
- Predicts how changes in self and others impact peer relationships.

Example:

→ Discusses how involvement in sports might change friendships.

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

Component 4.1: Analyzes personal health and fitness information.

GLE

4.1.1 Analyzes daily health and fitness habits.

CBA: Fitness Plan for Pat

CBA: Concepts of Health and Fitness

- Draws conclusions from a fitness and health plan.
- Sets goals for healthy behavior change.

Component 4.2: Develops and monitors a health and fitness plan.

GLE

4.2.1 Creates personal health and fitness data and sets goals.

CBA: Fitness Plan for Pat

CBA: Concepts of Health and Fitness

- Develops personal health and fitness plan based on health-related standards.