

PE and Health: Grade Eight

<p>Academic Standard #7 Each student will have demonstrated competent skills in a variety of physical activities and sports, physical fitness, knowledge of factors important to participation in physical activity, and concepts related to health.</p>
<p>#7.1 Movement Competence and Understanding</p>
<p>#7.2 Physical and Personal Wellness</p>
<p>#7.3 Emotional and Social Wellness</p>
<p>#7.4 Prevention and Risk Management</p>

Description

Students will be engaged in a variety of age-appropriate physical activities, concentrating on the skills needed for lifelong participation. They will continue to implement rules and skills into specific sports; continue to understand nutritional choices; and continue to demonstrate self-management skills including decision making, healthy decisions, goal setting and understanding effects of drugs, alcohol and tobacco.

Time Allocation
PE - 55 minutes four days a week for nine weeks within the official school year.
Health- 55 minutes one day a week for nine weeks within the official school year.

Texts/References
PE Central (PE)
 Study guides created for each unit. (PE)
 Text: Foundations of Personal Fitness, Don L. Rainey and Tinker D. Murray (PE)
Decisions for Health Level Blue, Holt (Health)
Teen Health Course 3, (Health)

Assessments
Formative Assessments
 Pre-tests
 Teacher constructed fitness test (pre and post) (PE)
 Teacher constructed unit quizzes (PE and Health)
 Cardio Assessment (PE)
 Standard based projects with rubrics (PE and Health)
 Essays (PE and Health)
 Chapter Tests (Health)
 Chapter projects (Health)
Summative Assessments
 Post-test
 Average of all quizzes, tests, projects, essays and other assessments (PE and Health)

Grades and Achievement Levels
 Grades are based on completion of assignments and quality of work. Each student will receive grades based on classroom performance, homework completion, and test scores.

Grade Level Expectations: PE Grade Eight

Standard #7.1 Movement Competence and Understanding	Standard #7.2 Physical and Personal Wellness	Standard #7.3 Emotional and Social Wellness	Standard #7.4 Prevention and Risk Management
<ul style="list-style-type: none">• Demonstration of knowledge of principles and concepts for effective rhythmic motor development• Understanding and applying game strategies to physical activities and sports	<ul style="list-style-type: none">• Identifying the personal, physiological, and fitness benefits of participating in a variety of physical activities• Identifying preferences for lifetime physical activity• Determining one's responsibility for developing skills, acquiring knowledge, and achieving fitness	<p>There are no Grade Level Expectations at this grade level for this standard</p>	<p>There are no Grade Level Expectations at this grade level in this standard</p>

Evidence Outcomes: PE Grade Eight

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<ol style="list-style-type: none"> 1. Used a variety of motor skill patterns to create a gymnastics or dance routine 2. Created and performed a timed routine using rotational, balancing, and supporting skills 3. Created, developed, and refined movement routines based on self-generated themes and self-selected music 4. Integrated information from other subject matter into a movement activity or routine 5. Explained the bio-mechanical principles used in performing various manipulative skills 6. Described and demonstrated how movement skills learned in one physical activity can be transferred and used to help to learn another physical activity 7. Explained how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities 8. Identified the characteristics of a highly skilled performance for the purpose of improving one's own performance 9. Demonstrated basic offensive and defensive skills and strategies in games and sports 	<ol style="list-style-type: none"> 1. Planned and implemented an extended personal physical fitness plan in collaboration with an instructor 2. Explained the relationship among physical activity, nutrition, adequate rest and sleep, and weight management 3. Participated safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, or injury) 4. Participated in a variety of recreational activities appropriate to a geographical area 5. Matched personal preferences in physical activities with each of the five components of health-related physical fitness (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength) 6. Created an individual physical activity portfolio that includes: <ol style="list-style-type: none"> a. identifying reasons for choosing a particular physical fitness activity such as have fun, gain flexibility, increase core strength, increase fitness level, and lose weight b. reflecting on how and why this activity may differ from now and when one is 25, 40, 55+ 	<p>There are no Evidence Outcomes at this grade level for this standard</p>	<p>There are no Evidence Outcomes at this grade level for this standard</p>

Evidence Outcomes: PE Grade Eight continued

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>#7.4 Prevention and Risk Management</p>
<p>10. Applied locomotor, non-locomotor, and manipulative skills to games and sports</p> <p>11. Diagrammed, explained, and justified offensive and defensive strategies in net/wall, target, invasion, and fielding/run scoring games</p> <p>12. Identified relevant bio-mechanical principles such as force production, compactness, spin or rebound, and rotation and their importance to the successful performance of a variety of activities)</p> <p>13. Developed and taught a game that incorporates designated offensive and defensive space, a penalty system, and a scoring system</p>	<p>7. Set realistic fitness goals, and strived to attain them through participation in activities of individual choosing</p> <p>8. Maintained a physical activity log for an extended period, documenting progress toward achievement of personal goals</p> <p>9. Accumulated a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on five or more days during the week</p> <p>10. Designed and participated in activities that will improve all components of health related fitness</p>	<p>There are no Evidence Outcomes at this grade level for this standard</p>	<p>There are no Evidence Outcomes at this grade level for this standard</p>

Grade Level Expectations: Health Grade Eight

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<p>There are no Grade Level Expectations at this grade level for this standard</p>	<ol style="list-style-type: none"> 1. Strategies to resist pressures to become sexually active 2. Analyzing how certain behaviors place one at greater risk for HIV/AIDS, STD's, and unintended pregnancy 3. Describing the signs and symptoms of HIV/AIDS, and other STD's 4. Promoting and enhancing health through disease prevention 	<ol style="list-style-type: none"> 1. Accessing valid school and community resources to help with mental and emotional health concerns 2. Internal and external factors influence mental and emotional health 	<ol style="list-style-type: none"> 1. Analyzing influences that impact individuals' use or non-use of alcohol, tobacco, and other drugs 2. Accessing valid sources of information about alcohol, tobacco, and other drugs 3. Using decision-making skills to be alcohol, tobacco and drug free 4. Analyzing the factors that influence violent and non-violent behavior 5. Demonstrating ways to advocate for a positive, respectful school and community environment that supports pro-social behavior

Evidence Outcomes: Health Grade Eight

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> 1. Demonstrated the ability to anticipate and minimize exposure to situations that pose a risk to sexual health 2. Demonstrated verbal and nonverbal ways to refuse pressure to engage in unwanted verbal, physical, and sexual activity and advances 3. Explained why individuals have the right to refuse sexual contact 4. Sought support to be sexually abstinent 5. Developed personal standards for dating situations 6. Explained the benefits and effectiveness of abstinence in preventing HIV, STD's, and unintended pregnancy 7. Explained the benefits and effectiveness and potential side effects of contraceptives in reducing the risk of HIV, other STD's, and unintended pregnancy 8. Described the risk relationship between using alcohol and other drugs and sexual activity 9. Demonstrated peer resistance skills and personal boundary behavior 10. Described the signs, symptoms, and transmission of common STD's, including HIV, HPV, and Chlamydia 11. Explained that some STD's are asymptomatic 	<ol style="list-style-type: none"> 1. Explained that getting help for mental and emotional health problems is appropriate and sometimes necessary 2. Understood that stereotypes exist about mental and emotional problems, and those stereotypes can influence a person's desire to seek help 3. Explained when it is necessary to seek help for mental and emotional health problems such as depression, mood disorders, and anxiety 4. Analyzed how culture, media, and others influence personal feelings and emotions 5. Described how personal and family values and feelings influence choices 6. Described strategies to minimize negative influences on mental and emotional health 7. Analyzed internal factors that contribute to mental and emotional health 	<ol style="list-style-type: none"> 1. Summarized the harmful short- and long-term psychological and social effects of using alcohol and other drugs 2. Listed the potential outcomes of typical risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow 3. Described addictions to alcohol, tobacco, and other drugs, and point out that addiction is treatable 4. Determined situations that could lead to the use of alcohol and other drugs 5. Described how mental and emotional health and life circumstances can affect alcohol or other drug use 6. Discussed the harmful effects of using weight-loss products 7. Described the health risks associated with using performance-enhancing drugs 8. Analyzed the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs 9. Analyzed the accuracy of images of alcohol and tobacco use conveyed in the media, including advertisements

Evidence Outcomes: Health Grade Eight continued

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<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> 12. Summarized which STD's can be cured, prevented by vaccine, and be treated 13. Explained contributing factors to health status 14. Analyzed the relationship among poor eating habits, inactivity, tobacco and alcohol use, and health status 15. Explained the body's response to disuse and other stressors 16. Explained how the immune system functions to prevent and combat disease 17. Described the potential health consequences of popular fads or trends 		<ol style="list-style-type: none"> 10. Used a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations 11. Analyzed choices about using alcohol, tobacco and other drugs and how these choices can affect friends and family 12. Expressed intentions to be alcohol, tobacco, and drug free 13. Identified media and cultural messages that could lead to different types of violence, including sexual violence 14. Examined the presence of violence in the media and its possible effects on violent behavior 15. Described external influences that could lead to violence 16. Identify verbal and nonverbal communication that constitutes sexual harassment 17. Recognized behaviors that are perceived as sexually coercive 18. Explained that rape and sexual assault should be reported to a trusted adult 19. Understood that sexual assault is a crime and must be reported 20. Demonstrated how to prevent or stop bullying as a bystander, perpetrator, or victim 21. Stood up for those being bullied

Evidence Outcomes: Health Grade Eight continued

Standard #7.1 Movement Competence and Understanding	Standard #7.2 Physical and Personal Wellness	Standard #7.3 Emotional and Social Wellness	#7.4 Prevention and Risk Management
There are no Evidence Outcomes at this grade level for this standard			22. Advocate for a positive and respectful school environment that supports pro-social behavior