

8th Grade PE and Health

Content Area: **Health and Physical Education**
Course(s): **PE 8**
Time Period: **Marking Period 1**
Length: **Full Year**
Status: **Published**

Course Pacing Guide

All plans are subject to change based on weather and shared space accommodations.

Unit	MP/Trimester	Weeks
Frisbee	1	2
Soccer/Football	1	4
Cooperative Games	1	5
Fitness Testing	1	2
Basketball	2/3	2
Pillow Polo	2/3	3
Team Handball	2/3	2
Pickleball	2/3	2
Volleyball	2/3	3
Invasion Games	2/3	1
HEALTH - Social & Sexual Health	2/3	3
HEALTH - Mental and Emotional Health	2/3	6
HEALTH - Suicide Prevention	2/3	1
HEALTH - Vaping and Opioids	2/3	1
HEALTH - Mental Health Project	2/3	2
Badminton	4	2
Lacrosse	4	2
Recreational Games	4	4
Softball	4	2
Fitness	4	3

Unit Overview

PHYSICAL EDUCATION:

In the Physical Education Units, a focus will be on skill development, understanding of the game and rules, and participating with good sportsmanship. There will be a focus on finding activities that one enjoys and learning how to incorporate that into lifetime fitness. Students will be exposed to a variety of activities to suit the needs of each student.

HEALTH:

Promoting the skills of critical thinking, decision making, problem solving, and communication for students to make informed health decisions about drugs and medicines as they relate to personal wellness and the wellness of others. (drugs covered in 7th, wellness in 6th)

In 8th grade health, students will discuss individuals sexual health, maintaining healthy relationships, the risks of STDs and pregnancy. They will understand what consent is and how to be safe online. They will also explore mental health, the stress throughout their teenage years with a focus on coping skills.

Enduring Understandings

PHYSICAL EDUCATION

- Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

HEALTH

- Good skills, such as communication skills and assertive behavior, help keep your relationships healthy.
- Talking to a trusted adult is a good way to cope sometimes.
- Unhealthy relationships should be resolved as soon as possible.
- Developing self esteem, resiliency, tolerance and coping skills support social, emotional and sexual health.
- Sexual abstinence is the only sure way to avoid pregnancy, some diseases, and the emotional scars of early sexual involvement
- Identify physical and social changes that occur during adolescence.
- Identify the function, organs and structures of the male reproductive system.
- Identify the function, organs and structures of the female reproductive system. (covered in 5th grade)
- It is vitally important to understand what consent is and what it means to get and give consent.

Essential Questions

PHYSICAL EDUCATION:

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?

- How can I become more mentally prepared for competition and sports performance?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

HEALTH:

- What does it mean to be mentally and emotionally healthy?
- Should the perception and treatment of mental illness be any different from physical illness?
- What factors in my life affect my mental and emotional health?
- How does my emotional health influence my relationships with others?
- What effect does stress have on my emotional health?
- What are strategies to prevent or minimize stress?
- What are signs of and treatment for depression?
- How can goal-setting strategies influence my mental and emotional health?
- What is the difference between communicable and non-communicable diseases?
- How can I prevent communicable diseases?
- What are risk factors for non-communicable diseases?
- How is HIV transmitted? (not necessary to list out)
- Why is abstinence important to the prevention of STDs?
- What do healthy relationships look and feel like?
- What does it mean to get or give consent?
- How can you keep yourself safe online?

New Jersey Student Learning Standards (No CCS)

DA.6-8.1.1.8.Cr2	Organizing and developing ideas.
DA.6-8.1.1.8.Cr2a	Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.
DA.6-8.1.1.8.Cr3b	Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.
DA.6-8.1.1.8.Pr5d	Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
HE.6-8.2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
HE.6-8.2.1.8.PP	Pregnancy and Parenting
HE.6-8.2.1.8.PP.2	Summarize the stages of pregnancy from fertilization to birth.
HE.6-8.2.1.8.PP.3	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
HE.6-8.2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.

HE.6-8.2.1.8.PP.5	Identify resources to assist with parenting.
HE.6-8.2.1.8.PGD	Personal Growth and Development
HE.6-8.2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
HE.6-8.2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.
HE.6-8.2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
HE.6-8.2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
HE.6-8.2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
HE.6-8.2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
HE.6-8.2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.
HE.6-8.2.1.8.SSH.7	Identify factors that are important in deciding whether and when to engage in sexual behaviors.
HE.6-8.2.1.8.SSH.8	Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
HE.6-8.2.1.8.SSH.9	Define vaginal, oral, and anal sex.
HE.6-8.2.1.8.SSH.10	Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
HE.6-8.2.1.8.SSH.11	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
HE.6-8.2.1.8.CHSS.1	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
HE.6-8.2.1.8.CHSS.2	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
HE.6-8.2.1.8.CHSS.3	Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
HE.6-8.2.1.8.CHSS.4	Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
HE.6-8.2.1.8.CHSS.5	Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
HE.6-8.2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
HE.6-8.2.2.8	Physical Wellness
HE.6-8.2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
HE.6-8.2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
HE.6-8.2.2.8.PF	Physical Fitness
HE.6-8.2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

HE.6-8.2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
HE.6-8.2.2.8.MSC	Movement Skills and Concepts
HE.6-8.2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
HE.6-8.2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
HE.6-8.2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
HE.6-8.2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
HE.6-8.2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
HE.6-8.2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
HE.6-8.2.3.8.PS.1	Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
HE.6-8.2.3.8.PS.2	Define sexual consent and sexual agency.
HE.6-8.2.3.8.PS.3	Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
HE.6-8.2.3.8.PS.4	Describe strategies that sex traffickers/exploiters employ to recruit youth.
HE.6-8.2.3.8.PS.5	Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
HE.6-8.2.3.8.PS.6	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
HE.6-8.2.3.8.PS.7	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
HE.6-8.2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
HE.6-8.2.3.8.HCDM.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
HE.6-8.2.3.8.HCDM.5	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
HE.9-12.2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

During the Mental Health unit, students will have the opportunity to present their research information on a specific Mental Health illness to the class in a variety of ways. One way they can present the information to the class is by expressing themselves through informational speech or acting out a skit.

VPA.1.1.8.C.CS2

Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.

Technology Standards

HEALTH:

- GROUP PROJECT: create specific information on a Mental Health Illness for the Health Project
 - Research
 - Group work
 - Product development
 - Presentation

TECH.8.1.8.A.2

Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.CS1

Understand and use technology systems.

TECH.8.1.8.B.1

Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

TECH.8.1.8.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.8.C.CS1

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

21st Century Themes/Careers

Personal health and well-being is a primary focus for Middle School Health and PE Courses.

CRP.K-12.CRP3.1

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Financial Literacy Integration

HEALTH:

During the social & sexual health unit, students will discuss the financial impact of teen pregnancy.

PFL.9.1.8.E.4

Prioritize personal wants and needs when making purchases.

Instructional Strategies & Learning Activities

PHYSICAL EDUCATION:

Frisbee: They will develop skills associated with Frisbee. They will learn several different ways of throw and catch a Frisbee. Students will be given instruction on the rules and strategy of the game Ultimate Frisbee. They will be able to play a game of Ultimate Frisbee.

Soccer: They will further develop skills associated with Soccer. They will learn several different ways of dribble, pass and kick a soccer ball. Students will be given instruction on the rules and strategy of the game Soccer. They will be able to play a game of Soccer.

Football: They will further develop skills associated with Football . They will learn how to throw and catch a football. Students will be able to have a pass with a football. Students will be given instruction on the rules and strategies of the game of Ultimate and Flag Football. They will be able to play a game of Ultimate and Flag Football.

Cooperative Games: Students will be focusing on Character Development and Leadership Skills. Students will be engaging in several types of group activities. Some will be large group activities and others will be small groups.

Fitness Testing: Students will be introduced to the concepts of overall physical health and well being. Students will perform fitness stations to improve their flexibility, upper body strength, lower body strength, core strength, and aerobic capacity. Students will perform a Pacer Test to measure their endurance. They will be able to identify the areas of fitness that they need to improve on.

Basketball: Students will be re-introduced to the game of basketball. They will be re-introduced to the skills of dribbling, passing and shooting, as well as learning the rules of basketball. They will practice the skills and then will integrate them into a games of basketball and knockout.

Pillow Polo: Students will be re-introduced to the game of pillow polo. They will be re-introduced to the rules of pillow polo. They will integrate rules and skills into games of pillow polo.

Team Handball: Students will be re-introduced to the game of handball. They will be re-introduced to the rules of handball. They will integrate rules and skills into games of handball.

Pickleball: Students will be re-introduced to the game of pickleball. They will be re-introduced to the skills of serving and volleying, as well as learning the rules of pickleball. They will practice the skills and then will integrate them into a games of pickleball.

Volleyball: Students will be introduced to the game of volleyball. They will be introduced to the skills of bumping, setting and serving, as well as learning the rules of volleyball. They will practice the skills and then will integrate them into a game of volleyball and the adapted game of 4 Square Volleyball.

Invasion Games: Students will be focusing on spacial awareness, agility and leadership skills. Students will be engaging in several types of group activities and challenges.

Badminton: Students will be re-introduced to the game of badminton. They will be re-introduced to the skills of serving and volleying, as well as learning the rules of badminton. They will practice the skills and then will integrate them into a

games of badminton.

Lacrosse: Students will be re-introduced to the game of lacrosse. They will be re-introduced to the skills of passing, catching and scooping, as well as learning the rules of lacrosse. They will practice the skills and then can integrate them into games of lacrosse.

Recreational Games: Students will be focusing on Character Development and Leadership Skills. Students will be engaging in several types of recreational activities. Some will be large group activities and others will be small groups.

Softball: Students will be re-introduced to the game of softball. They will be re-introduced to the skills of throwing, catching, fielding and batting, as well as learning the rules of softball. They will practice the skills and then can integrate them into a game of softball.

Dance: Students will create dance studies based on specified stimuli. Using forms of technology they will critique and assess the performance noting changes along the way.

HEALTH:

Sexual Health- students will learn the difference between gender identity, gender expression, biological sex, and sexual orientation.

Relationships- students will discuss what makes a relationship healthy .

Pregnancy- students will learn the stages of pregnancy from implantation to birth

Reproduction/Communicable & Non-Communicable Diseases: Students will be prepared to protect their whole bodies from disease, including physically, mentally and socially. Students will be able to make educated decisions about their sexual health. Unit includes prevention of STD's/STI's (HIV).

Breast & Testicular self-examination - students will receive guidance on self-examination

Consent- Students will discuss what consent means and the importance of ensuring consent is received.

Sexual Violence- Students will be able to identify the difference between various forms of sexual violence and how to report it.

Online Safety- Students will be able to identify ways to keep them safe online.

Mental and Emotional Health: Students -will be able to identify the domains of health and relate them to everyday living. Students will learn how to handle stress, relate to others, and make healthy choices. Students will learn that Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Suicide Prevention: Students will learn about the risk factors and warning signs of suicide.

Vaping: Students will talk about the prevalence of vaping in schools and with school age kids. Students will learn the lack of long term data and information on use. Students will discuss strategies for educating on the dangers of vaping use.

Opioids: Students will focus on addictive qualities of these drugs and the side effects of their use. Students will learn how deadly these drugs can be.

Mental Health Illness Project: Students will research, organize information and present in an individual or group project based off of a Mental Health Illness they choose.

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Game-Based Learning
- Grouping
- Rubrics
- Flipped Classroom
- Mentoring
- Student Interest & Inventory Data

Formative Assessments

- Teacher Assessment of student participation
- Group participation
- Self Assessment
- Homework
- Exit Tickets

Summative Assessment

- Health Project Grading Rubric
- Health Test

Benchmark Assessments

- Pretest

Alternate Assessments

- Health notes completion
- Kahoot

Resources & Technology

- Google Classroom
- Discovery Education
- Nutrition Videos (covered in 6th grade health)
- Pacer Test
- Educational YouTube videos

BOE Approved Texts

Closure

HEALTH:

- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

PHYSICAL EDUCATION

- Modified physical activity
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Use demonstration of tasks at the end product of directions.

HEALTH

- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Go over directions orally.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Show a model of the end product of directions
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- behavior management support
- verbal testing
- occupational or physical therapy

At Risk

- Have student restate information
- Provision of notes or outlines

- Concrete examples
- Assistance in maintaining uncluttered space
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Cue/model expected behavior
- Use de-escalating strategies

Gifted and Talented

Offer choice

Speak to Student Interests

Allow G/T students to work together