

Eighth Grade Comprehensive Health and PE Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Assessments	Additional Standards
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<p>August - October</p>	<p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels, and monitor health/fitness indicators before, during, and after the workout program.</p> <p>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).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>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.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions</p>	<p>FitnessGram Pretest: Participate in various fitness exercises/motions: Cardiovascular (walk and jog) Curl-ups Push-ups Sit and Reach Flex Arm Hang Shoulder Trunk Lift</p> <p>Apply their skills and knowledge of strategy by participating in sport specific games while working cooperatively with a group to accomplish a common goal (example: soccer, capture the flag)</p> <p>Students will create a fitness plan and monitor their fitness data toward their own personal fitness goal.</p> <p>Students will perform various sport-specific skills while participating in the unit of instruction. Students will strike a moving object, utilizing proper form in a dynamic environment.</p> <p>Use a self-evaluation tool to provide personal and team feedback on skills and sportsmanship</p> <p>Work as a team to create and work towards collective goals</p> <p>Students will analyze and</p>	<p>Formative Assessments: Teacher Observation Student Feedback Exit tickets Classwork Teacher/peer conferences Small group/large group discussions Small group work stations</p> <p>Summative Assessments: Quizzes Unit Test Skills Testing</p> <p>Benchmark Assessments: FitnessGram Benchmark</p> <p>Alternative Assessments: Collaborative testing Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Ex. PE/Health Word Wall)</p> <p>Technology Standard: 8.1.8.DA.1 Organize and transform data collected for the FitnessGram.</p>
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<p>November / January</p>	<p>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p> <p>2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity.</p> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</p> <p>2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships.</p> <p>2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.</p> <p>2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.</p> <p>2.1.8.PP.5: Identify resources to assist with parenting.</p> <p>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.</p> <p>2.3.8.PS.2: Define sexual consent and sexual agency.</p> <p>2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health.</p>	<p>Define abstinence and create a list of the consequences of being sexually active.</p> <p>Define consent and create fictional scenarios that highlight when consent is and is not given. Compare and contrast healthy behaviors vs personal health.</p> <p>Identify the criteria for healthy friendships and romantic relationships.</p> <p>Develop a written response that outlines how they would properly handle various pregnancy scenarios.</p> <p>Create a list that outlines potential challenges an adolescent may face when raising a child.</p> <p>Research resources to assist with parenting. Students will be required to include 5 credible resources.</p> <p>Using several word walls, label each one a different situation and have the students brainstorm ideas on how to reduce the risk of being a part of it.</p> <p>Use student vocabulary journals to have students engage in a “Do Now” to write down vocabulary words before the lesson starts.</p> <p>Read teacher-approved article on sex trafficking. After reading,</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Whole group/small group Kahoot Quizlet EdPuzzle</p> <p>Summative Assessments: Test Quizzes Written responses Project EdPuzzle</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Ex. PE/Health Word Wall)</p> <p>Technology Standard: 8.2.8.ED.2: Identify the steps that could be used to help those with drug, alcohol or tobacco overuse.</p>
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<p>February - March</p>	<p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p> <p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading oneself and others to experience and participate in different cultures' physical fitness activities.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p>	<p>Students will discuss or research various community locations and organizations in the surrounding area that advance public health.</p> <p>Students will research and present on an athlete or health professional. They will investigate their chosen professional's personal attributes and how it influenced their career path.</p> <p>Health and PE vocabulary word wall.</p> <p>Students will describe health enhancing behaviors and explain the significance of these behaviors in impacting their personal wellness.</p> <p>Students will participate in a variety of games or activities.</p> <p>Emotions pre and post check in.</p> <p>Students will use technology as a means to improve and monitor their fitness goals.</p> <p>Create and demonstrate a dance/yoga/aerobic sequence.</p> <p>Rules/procedures made by students to create a safe and cooperative environment.</p> <p>Students will understand the various formation of offensive and defensive strategies in</p>	<p>Formative Assessments: Teacher Observation Student Feedback Exit tickets Classwork/Homework</p> <p>Summative Assessments: Test Quiz Skills Testing</p> <p>Alternative Assessments: Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Ex. PE/Health Word Wall)</p> <p>Technology Standard: 8.1.8.DA.1 Organize and transform data collected for personal fitness goals.</p>
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<p>April - June</p>	<p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels, and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>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.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p>	<p>FitnessGram Post-Test: Participate in various fitness exercises/motions: Cardiovascular (walk and jog) Curl-ups Push-ups Sit and Reach Flex Arm Hang Shoulder Trunk Lift</p> <p>Cooperative Learning Activities to promote an inclusive classroom.</p> <p>Students will utilize technology as a means to track their progress.</p> <p>Striking, throwing skills and Track and Field.</p> <p>Students will perform various sport-specific skills while participating in the unit of instruction. Play different games and activities that use offense and defense.</p>	<p>Formative Assessments: Teacher Observation Exit tickets Classwork/Homework Teacher Conferences Small group/large group Discussions Work stations</p> <p>Summative Assessments: Unit tests Quiz Skills Testing</p> <p>Benchmark: EOY FitnessGram</p> <p>Alternative Assessments: Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: Math 8.G.A.1 Students will apply their understanding of lines and angles with sports.</p> <p>Technology Standard: 8.1.8.DA.1 Organize and transform data collected for the FitnessGram.</p>
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The designated marking period for Health Instruction may differ each school year.

Instructional/Supplemental Materials: Internet/YouTube/Pinterest, Paper/graphic organizer, Colored pencils/crayons, SmartBoard/Computer/projector, Pamphlets/posters, Kidshealth.org, Healthsmart Text Series

21st Century Standards: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Skills: Collaboration, communication, information literacy, media literacy, technology literacy

Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.