

<b>Select a Course:</b>	PE Health Grade 8
<b>Teacher:</b>	CORE PE Health Grade 8
<b>Course:</b>	PE Health Grade 8
<b>Year:</b>	2016-17
<b>Months:</b>	- All -

August	<b>Sexual Health</b>				
	<b>Enduring Understandings</b> ✕	<b>Essential Questions</b> ✕	<b>Standards</b> ✕	<b>Knowledge &amp; Skills</b> ✕	
	<p><b>HBO 1:</b> Establish and maintain healthy relationships</p> <p><b>HBO 3:</b> Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV infection</p> <p><b>HBO 4:</b> Engage in behaviors that prevent or reduce unintended pregnancy</p> <p><b>HBO 7:</b> Treat others with courtesy and respect without regard to their sexuality</p>		<p>22D.StageH.4 - Work with others to advocate for healthy individuals, families, and schools.</p> <p>23C.StageG.3 - Discuss physical, mental, emotional, and social changes that occur during puberty.</p> <p>24A.StageI.9 - Analyze causes and effects of violence.</p> <p>24C.StageH.3 - Employ refusal skills and negotiation skills to avoid becoming involved in potentially harmful situations.</p> <p>24A.StageI.11 - Identify positive methods for addressing interpersonal differences.</p> <p>24B.StageG.2 - Apply the decision-making model to solve a health problem.</p>	<p><b>Knowledge and Skills:</b> State Standards and CDC HECAT Standards</p> <p>SH 1.8.3 Differentiate healthy and unhealthy relationships.</p> <p>SH1.8.36 Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity,) are different from one's own.</p> <p>SH2.8.1 Explain how perceptions of norms influence healthy and unhealthy sexual practices, behaviors, and relationships.</p> <p>SH4.8.6 Demonstrate how to effectively communicate support for peers when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own</p> <p>SH5.8.8 Analyze the effectiveness of a sexual health-related decision.</p> <p>SH6.8.3 Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.</p>	

**Alcohol and Other Drugs**

**Enduring Understandings**

**Essential Questions**

**Standards**

**Knowledge & Skills**

**Academic Language**

HBO 1. Avoid misuse and abuse of over-the-counter and prescription drugs.  
 HBO 3. Avoid the use of alcohol  
 HBO 4. Avoid the use of illegal drugs  
 HBO 8. Support others to be alcohol-and other drug-free

23A.Stage1.5 - Recognize personal health behaviors and choices that help or hinder the functioning of the body's systems.  
 23B.StageH.1 - Analyze the effects of drug use, misuse, and abuse on health status.  
 22A.StageH.3 - Explain routine safety precautions (e.g., in motor vehicles, on a bicycle, in and near water, as a pedestrian).  
 22A.StageH.7 - Demonstrate behaviors/choices that reduce health risks.  
 22D.StageG.2 - Identify people within the school and community who can aid with health-related issues and explain the process / procedures for seeing them.  
 22D.StageG.3 - Demonstrate the ability to influence and support others in making positive health choices (e.g., anti-bullying).  
 24C.StageG.3 - Apply refusal skills to potentially avoid harmful situations (e.g., substance use, gangs, peer pressure).

1. AOD1.8.5 Summarize the negative consequences of using alcohol and other drugs (HBO 2, 3, & 4)  
 2. AOD1.8.10 Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, an tobacco use (HBO 2, 3, 4, 5, & 6)  
 3. AOD3.8.4 Describe situations that call for professional alcohol-and other drug-use treatment services  
 4. AOD4.8.2 Demonstrate the use of effective verbal and nonverbal communication to avoid alcohol and other drug use  
 5. AOD7.8.2 Analyze personal practices and behaviors that reduce or prevent alcohol and other drug use  
 6. AOD8.8.2 Persuade others to be alcohol-and other drug-free

**Integrity**

**Enduring Understandings**

**Essential Questions**

**Standards**

**Knowledge & Skills**

**Academic Language**

1. The importance of making good choices when no one is watching.  
 2. That telling the truth is a critical in building and maintaining meaningful relationships  
 3. Fairness is a value that is respected in a variety of environments.(Sports, school, workplace, public,etc...

Why is having integrity important while participating in games and life?  
 How do my choices impact others?  
 What do my actions say about who I am?

21A.Stage1.7 - Apply leadership skills as a group leader when participating in physical activity.  
 19C.Stage1.4 - Apply rules during activities, games, or sports.

Students will not cheat in order to win a contest  
 Students will play by the rules  
 Students will demonstrate honest and moral principals

Tier 2: Honesty, values, fairness, sincerity, truthfulness  
 Tier3: Ethical, morals, honor

**Problem Solving**

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
<p> 1. Be able to identify possible problems and solutions.</p> <p>2. Collaborate respectfully with peers to solve a problem.</p> <p>3. Be able to implement a plan and strategies to get where they want to be.</p>	<p> In what ways does communication play an important role in problem solving? What strategies do I find most successful in solving problems?</p>	<p>21B.StageG.2 - Practice making decisions when participating in structured group physical activity.</p> <p>21B.StageI.5 - Plan a strategy to reach an agreed upon goal during structured group physical activity.</p>	<p> Knowledge and Skills: The Students will be able to: -communicate effectively to solve problems -utilize various strategies for problem solving -work cooperatively towards solving problems -accept leadership/followership roles accordingly and where appropriate to follow directions and decisions for the purpose of solving problems.</p>	<p> Tier 1: Investigate, Effective, Communication, Trail</p> <p>Tier 2: Rationale, Perception, analyze</p>
<p> <b>Sportsmanship</b></p>				
Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
<p> 1.Positive behavior can influence self and others for life.</p> <p>2.Your behavior will influence how others view and interact with you</p> <p>3. Reflect on you and your school, business, and team</p>	<p> 1. Why is it important to do the right thing when nobody is looking?</p> <p>2. Are your actions consistent with good values?</p> <p>3. Do you demonstrate fairness, equality and dignity in your performance</p>	<p>21B.StageH.5 - Create a plan for improvement of roles played in a cooperative group physical activity.</p> <p>24A.StageH.1 - Explain how positive communication can help build and maintain a healthy relationship.</p>	<p> *The students will know what it is to be a good loser and a graceful winner. *The students will understand the “big picture” by recognizing that the reasons for developing sportsmanship extend beyond the individual, a community or a program. *Students will understand that there is a parallel between life and sports and this is the connection between a man’s character and his good sportsmanship. *The students will cooperate with their team and other teams as well.</p>	<p> Tier 2: Equitable, Unify, Team</p> <p>Tier 3: Mature, Coincide, intrinsic</p>
<p> <b>Respect To Self &amp; Others</b></p>				
Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
<p> Students will understand that:</p>	<p></p> <p>1. How do you</p>	<p>21A.StageG.3 - Demonstrate individual responsibility during group physical activity.</p>	<p> 1. Being an Honest with self and others.</p>	<p></p> <p>1. Maturity</p>

September

	<p>1. being respectful toward others will build community throughout the class.</p> <p>2. their actions can impact others positively or negatively.</p>	<p>think others would describe you?</p>		<p>2. Learning to Listen</p> <p>3. Understanding the Value of Good Manners/Proper Conduct.</p> <p>4. Learning to Accept Personal Responsibility for Your Own Conduct.</p> <p>5. Learning When and How to Apologize</p> <p>6. Learning to Understand Which of Your Friends are Good Influences and Which Ones are Bad Influences.</p>	<p>2. Honesty</p> <p>3. Listening</p> <p>4. Responsibility</p>
October	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>	<p><b>Academic Language</b> ✕</p>
November	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>	<p><b>Academic Language</b> ✕</p>
December	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>	<p><b>Academic Language</b> ✕</p>
January	<p><b>Life Fitness</b></p> <p><b>Enduring Understandings</b> ✕   <b>Essential Questions</b> ✕   <b>Standards</b> ✕   <b>Knowledge &amp; Skills</b> ✕   <b>Academic Language</b> ✕</p>				
	<p><b>1.</b> It is more difficult to perform multiple complex and tactical skills in a complex environment.</p> <p>2. Transfer knowledge to make tactical decisions.</p> <p>3. Planning, refocusing, reflecting, and recording help to accomplish identified goals.</p> <p>4. Fitness is life-long.</p> <p>5. Qualities of sportsmanship and fair play are a part of everyday life.</p> <p>6. Strong communication skills increase our understanding of others.</p> <p>7. Physical activity has more than just physical benefits.</p>	<p><b>How does body position affect efficiency of skill or movement?</b> How does involvement in personal fitness improve my quality of life? What research needs to be done in order to identify appropriate and safe practice and training principles? <b>How is my personal activity plan improving my personal health?</b> How do you improve my personal activity plan to reach a higher fitness</p>	<p>20.A.3a - Identify the principles of training: frequency, intensity, time and type (FITT).</p> <p>20.A.3b - Identify and participate in activities associated with the components of health- related and skill- related fitness.</p> <p>20.B.3a - Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse, heart rate monitors), with and without the use of technology.</p> <p>20.C.3a - Set realistic short-term and longterm goals for a health-related fitness component.</p>	<p><b>Demonstrate basic and specialized skills, as well as apply those skills tactically.</b> (In complex environments and in combination with other skills.) Apply cognitive understanding to improve motor skill development and performance. Develop and implement an individual physical activity plan. Acquire and apply knowledge of the fitness components for overall fitness. Demonstrate safe</p>	<p><b>Vocabulary Tier 2:</b> Muscular Endurance, Muscular Strength, Flexibility, Cardiovascular Endurance, Body Composition, heart-rate, cardiovascular, muscular strength, muscular endurance, flexibility, endurance, power</p> <p><b>Tier 3 Vocabulary:</b> Frequency, Intensity, Time, Type, Aerobic &amp; Anaerobic Fitness, rest heart rate, target heart rate zone, recovery heart rate, agility, aerobic, BMI Body Mass Index,</p>

		level? What are the mental, emotional, and social benefits of physical activity?		practices, follow rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. Value the benefits of participation in physical activity that provide personal meaning.	weight training, circuit training
February	Enduring Understandings ✕	Essential Questions ✕	Standards	✕ Knowledge & Skills ✕	Academic Language ✕
March	Enduring Understandings ✕	Essential Questions ✕	Standards	✕ Knowledge & Skills ✕	Academic Language ✕
April	Enduring Understandings ✕	Essential Questions ✕	Standards	✕ Knowledge & Skills ✕	Academic Language ✕
May	<p> <b>Perseverance</b></p> <p>Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge &amp; Skills ✕ Academic Language ✕</p> <p> Students will:</p> <p>1. Perseverance is part of daily life experiences. It helps to overcome daily obstacles. 2. Those who persevere are often inspiring to others. 3. Understand that one person can make a difference, even if it is a small one . 4. Understand and analyze how thinking patterns influence feelings (eg. positive thinking, all or nothing thinking, overgeneralization, perfectionism)</p> <p> 1. Why is having perseverance important while participating in physical education and in life? 2. Why does perseverance inspire us? 3. What is perseverance? 4. What are obstacles hinder ability to persevere? 5. How can positive self-talk impact your goals in life?</p> <p>21A.StageH.5 - Remain on task when participating in group physical activity until a task is completed. 21A.StageG.2 - Demonstrate the ability to remain on task when participating in physical activity for a designated period of time.</p> <p> -Students will continue to work hard toward a goal without giving up. -Use of problem solving skills to reach an end result. - Will be able to brainstorm and list obstacles, habits and attitudes that prevent students from accomplishing their goals. -Developing self discipline to continue a task in spite of being confronted with difficulties.</p> <p> Honesty Values Fairness Sincerity,</p>				
June	Enduring Understandings ✕	Essential Questions ✕	Standards	✕ Knowledge & Skills ✕	Academic Language ✕
July	Enduring Understandings ✕	Essential Questions ✕	Standards	✕ Knowledge & Skills ✕	Academic Language ✕