Pequea Valley School District
Wellness Education

Unit: Illegal Drugs **Course: 8 Wellness** **Grade: 8**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How can illegal drugs have a negative impact on a person's life?
- How can teen drug abuse be prevented?

Keystone Eligible Content/PA Core Standard
- 10.1.6.D Explain factors that influence childhood and adolescent drug use.
- 10.1.6.E Identify health problems that can occur throughout life and describe ways to prevent them.
- 10.2.6.D Describe and apply the steps of a decision-making process to health and safety issues.

Pacing: Approximate number of class sessions per unit
- Stimulants- 2
- Marijuana- 2
- Hallucinogens-2
- Opioids- 2
- Other drugs- 2

Tier 3 Vocabulary (Content specific vocabulary)
stimulants, depressants, THC, hallucinogens, opioids, flashbacks, inhalants, cannabis, gateway drug, dopamine

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
physical effects of drugs, mental and emotional effects of drugs, ways to prevent, refusal skills, street names, effect on relationships

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
the differences between the types of drugs, how drugs can impact the body and mind, how to apply refusal skills, what are the legal consequences of using drugs

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Discuss the effects of drugs on a person's body and mind.
- Demonstrate refusal skills necessary.
- Demonstrate knowledge of ways to prevent drug use among teens.
- Discuss factors that influence teens to use drugs.

Assessments:

- assessment on the basic facts on each drug category (stimulants, marijuana, opioids, and hallucinogens)
- create a multiple choice quiz on an assigned drug that demonstrates the knowledge of that drug

Software/Resources:

Schoology, Nearpod, Quizlet, Kahoot, Internet Resources

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Unit: Human Sexual Development **Course: 8 Wellness** **Grade: 8**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- Why is having good character important for dating and relationships?
- What are the important parts and functions of the male and female reproductive system?
- What are the important parts and functions involved with childbirth and pregnancy?
- How are STDs and HIV transmitted and prevented?

Keystone Eligible Content/PA Core Standard
- 10.1.6.B Identify and describe the structure and function of the major body systems.
- 10.1.6. E Identify health problems that can occur throughout life and describe ways to prevent them

Pacing: Approximate number of class sessions per unit
- Character and Dating 4
- Male Reproduction 2
- Female Reproduction 3
- Childbirth and Pregnancy 3
- STDs and HIV 3

Tier 3 Vocabulary (Content specific vocabulary)
Kindness, Respect, Morals, Humility, Justice, Empathy, Perseverance, Responsibility
Sperm, Semen, Penis, Testicle, Epididymis, Vas Deferens, Seminal Vesicle, Prostate Gland, Urethra, Erection, Ejaculation, Testosterone
Ovum, Ovary, Fallopian Tubes, Uterus, Uterine Lining (Endometrium), Cervix, Vagina, Estrogen, Progesterone, Ovulation, Menstrual Cycle, Menstruation, Labia, Clitoris, Urethra, Fertilization, Zygote, Blastocyst, Embryo, Fetus, Amniotic Sac, Placenta, Labor
Gonorrhea, Chlamydia, Syphilis, Herpes, HPV, HIV, AIDS, Bacteria, Viral,

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

Definitions of important character traits, healthy and unhealthy reasons to date, positive dating guidelines, internal and external male reproductive organs, puberty changes, functions of the female reproductive organs, male and female reproductive hormones, the menstrual cycle phases, effects of STDS on the body

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

How their character can impact relationships, healthy and unhealthy reasons for dating, the path of the sperm, the path of the ovum, the process of childbirth from fertilization to labor, the steps of labor, how to prevent STDs, how STDs can be transmitted, the consequences of STDs.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Analyze their character and write an essay that demonstrates their strengths, weaknesses, and how they can improve.
- Demonstrate knowledge of healthy and unhealthy reasons for dating.
- Label a Male and Female Diagram of the reproductive organs.
- Describe the process of childbirth from fertilization to labor.
- Discuss ways to prevent STDs and HIV.
- Compare and Contrast Viral STDS and Bacterial STDS

Assessments:

Quizzes on the Male Reproductive System, Female Reproductive System, Menstrual Cycle, Childbirth, HIV, STDs

Software/Resources:

Schoology, Nearpod, Quizlet, Kahoot, Internet Resources

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Unit: Team Sports **Course: Wellness 8** **Grade: 8**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):
- Are you able to demonstrate knowledge of the rules and procedures for the team sport that is being played?
- Are you able to demonstrate knowledge of the proper technique for the necessary skills for the sport and give consistent effort at applying those skills to gameplay?

Keystone Eligible Content/PA Core Standard
- 10.4.6.F Identify and describe positive and negative interactions of group members in physical activities.
- 10.5.6.A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advance skill.
- 10.5.6.C Describe the relationship between practice and skill development.
- 10.5.6.F Identify and apply game strategies to basic games and physical activities

Pacing: Approximate number of class sessions per unit
- Soccer- 5
- Bowling- 3
- Basketball- 5
- Volleyball- 5

Tier 3 Vocabulary (Content specific vocabulary):
Soccer- Dribble, One-touch pass, two-touch pass, juggle, throw-in, indirect kick, direct kick, penalty kick, corner kick, goal kick
Basketball- Dribble, Chest Pass, Bounce Pass, Free Throw, Backcourt Violation, 3 Second Rule, 5 Second Rule, 10 Second Rule, Charging, Blocking
Volleyball- Set, Bump, Serve, Spike, Dig, Volley, Ace, Side Out
Bowling- the approach, follow through, strike, spare, open frame

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
Rules of the game, keys to proper skill technique, safety procedures, game strategies

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

How to apply the rules of the game, how to demonstrate skills during a game, how to work together to apply game strategies

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- demonstrate knowledge of the rules
- demonstrate proper techniques for all required skills
- demonstrate teamwork during gameplay

Assessments:

- self and peer skill assessments for each sport
- written test on the rules and skills for each sport

Software/Resources:

Schoology, Internet Resources

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Unit: Fitness Unit **Course: Wellness 8** **Grade: 8**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
How can fitness benefit your overall health?

- Are you able to establish fitness goals that you will attempt to achieve this year?
- What is the purpose of the fitnessgram tests and what do they measure (pacer test, push up test, sit and reach, curl up test)?
- Are you able to identify fitness improvement strategies after being tested?

Keystone Eligible Content/PA Core Standard
- 10.4.6. A : Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health
- 10.4.6. C : Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.
- 10.5.6. D : Describe and apply the principles of exercise to the components of health related and skill-related fitness.

Pacing: Approximate number of class sessions per unit
- Fitness Goals- 1
- Fitness Testing -3
- Benefits- 1
- Circuit Training- 3

Tier 3 Vocabulary (Content specific vocabulary)
goals, pacer, flexibility, endurance , strength, circuit training, technique, speed, agility

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- how to write a goal
- the benefits of fitness
- the components of fitness

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- how fitness can make our lives better
- how can you reach your fitness goals
- how circuit training can help reach goals

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- create a SMART goal that will improve your fitness results.
- discuss the benefits of fitness
- demonstrate effort during circuit training in order to reach your fitness goals

Assessments:

pacer test, sit and reach test, curl up test, push up test, benefits of fitness

Software/Resources:

Fitnessgram Pacer Test Audio, Schoology, Internet Resources

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Unit: Track and Field **Course: 8 Wellness** **Grade: 8**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- Are you able to demonstrate knowledge of rules and skill techniques for the individual, running, and team events on Field Day?
- Are you able to give maximum effort while practicing for the various field day events?

Keystone Eligible Content/PA Core Standard
- 10.4.6.F Identify and describe positive and negative interactions of group members in physical activities.
- 10.5.6.A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advance skill.
- 10.5.6.C Describe the relationship between practice and skill development.
- 10.5.6.F Identify and apply game strategies to basic games and physical activities

Pacing: Approximate number of class sessions per unit
- 2 -running events
- 2- individual events
- 2- team events

Tier 3 Vocabulary (Content specific vocabulary)

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Rules and procedures for field day, rules of each individual event, rules of the team events

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- How to exchange the baton, how to start and finish the dash, how to perform the individual events with maximum efficiency,
- The individual events that they need to understand are the following

the shot put, punt and pass, frisbee toss, field hockey hits, the softball throw, the broad jump, the shuttle run, soccer air dribble, the jump rope.
- The team events that they need to understand are volleyball, softball, soccer, and tug of war.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Attempt each individual event during practice and on field day with maximum effort
- Participate in at least one running event on field day and practice all the running events
- Demonstrate effort and sportsmanship during team events

Assessments:

Field day quiz on the rules, procedures, and techniques that are needed for each running and individual event.

Software/Resources:

Schoology, Internet Resources