



Course Outline: 8th Wellness Education Course

Purpose: This semester-long Wellness Education course is designed for 8th grade students, the purpose of which is to further develop the knowledge, skills and values to enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integral approach.

Course Information and Standards: [M/J Wellness Education Grade 8 \(#1508080\) - CPALMS](#)

Length: 18 Week Course - 16 weeks of instruction + 2 weeks for opportunities for reteach and interruptions

Textbook Resources: N/A

BCPS Physical Education Vision: Educating today's students, to develop the skills, knowledge, and self-efficacy to take action and pursue enjoyment in a lifetime of physical activity and quality mental and social health, in tomorrow's world.

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Weeks	Unit	Lesson Concept	Standards Addressed	Notes/Resources
1-2	Introduction to class Unit 1: Introduction, Establishing Rules and Routines, Cooperatives	<i>Introduction, Rules/Routines, Cooperatives/Health Relationships</i> Introduction to Class: Class norms/expectations, locker rooms, behavior contract, etiquette, safety Physical Education Components: Cooperation, Effective Communication, Respect, Empathy, Leadership, Positive and Negative Peer Pressure, Teamwork, Heat Illness, Heat Cramps, Heat Stroke, Heat Exhaustion Health Education Components: Healthy Relationships, Communication Skills, Respect, Boundaries, Trust and Honesty, Conflict Resolution, Heat Illness	PE.8.M.1.3, 1.7, 1.9 PE.8.C.2.5, 2.7 PE.8.L.3.1, 3.2 PE.8.R.5.1, 5.2, 5.4, 5.5, 6.2 MA.K12.MTR.1.1 ELA.K12.EE.2.1, 3.1	BCPS PE Canvas Resources
3-4	Unit 2: Fitness Testing and Health Related Fitness	<i>Fitness testing and Health Related Fitness</i> Physical Education Components: Warm-up, Cool-down, Dynamic Stretching, Static Stretching, Health Related Fitness, Muscular Endurance, Muscular Strength, Flexibility, Body Composition, Cardiorespiratory Endurance, Fitnessgram Goal Setting Health Education Components: Goal Setting, Health Related Fitness, Wellness, Muscular Endurance, Muscular Strength, Flexibility, Body Composition, Cardiorespiratory Endurance, Lifelong Fitness, Task Oriented Environment	PE.8.M.1.3, 1.4, 1.7 PE.8.C.2.5, 2.7 PE.8.L.3.1, 3.2, 3.6, 4.3 PE.8.R.5.4, 5.5, 6.2 MA.K12.MTR.7.1 ELA.K12.EE.3.1	BCPS PE Canvas Resources

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5-6	Unit 3: F.I.T.T. Training Principles	<i>F.I.T.T. Training Principles</i> Physical Education Components: Heart Rate, Max Heart Rate, Resting Heart Rate, Heart Rate Reserve, Karovonen Formula, Target Heart Rate, F.I.T.T Training Principle, Frequency, Intensity, Time, Type, Fitness Training Principle, Overload, Progression, Specificity, Individualization, Sets, Load, Rate of Perceived Exertion (RPE), Cross Training Health Education Components: Health Related Fitness, Goal Setting, Wellness, Proper Technique, Heart Rate, Max Heart Rate, Resting Heart Rate, Heart Rate Reserve, Karovonen Formula, F.I.T.T Training Principle, Frequency, Intensity, Time, Type, Fitness Training Principle, Overload, Progression, Specificity, Individualization, Rate of Perceived Exertion (RPE)	PE.8.M.1.4, 1.7 PE.8.C.2.5, 2.6, 2.7, 2.8, PE.8.L.3.1, 3.2, 3.6, 4.1, 4.2, 4.4, 4.5, 4.6 PE.8.R.5.5 MA.K12.MTR.7.1 ELA.K12.EE.4.1	BCPS PE Canvas Resources

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7-8	Unit 4: Yoga	Yoga Physical Education Components: Yoga History, Yoga Etiquette, Health Related Fitness Components in Yoga, Yoga Pose, Ujjayi Breathing Technique, Vinyasa, Mindfulness, Balance, Relaxation, Alignment, Flow Health Education Components: Health Related Fitness, yoga Etiquette, Mindfulness, Relaxation, Flow	PE.8.M.1.4, 1.7 PE.8.C.2.5, 2.6, 2.7, 2.8 PE.8.L.3.1, 3.2, 3.6 PE.8.R.5.4, 5.5, 6.1, 6.2 ELA.K12.EE.6.1 ELD.K12.ELL.1	BCPS PE Canvas Resources
9-10	Unit 5: Pick-Up Games	Pick Up Games Physical Education Components: Skill related fitness (agility, coordination, speed, power, reaction time), Bounce Pass (Basketball), Chest Pass (Basketball), Zone Defense (Basketball), Player to Player Defense (Basketball), Offensive Transition (Basketball), Defensive Transition (Basketball), Backhand (Frisbee), Forehand (Frisbee), Above Chest Pass (Round Net), Below-Chest Pass (Round Net), Spike (Round Net), Rally Scoring (Round Net), Rally, Etiquette, Ethics Health Education Components: Health Related Fitness, Cardiorespiratory Endurance, Muscular Endurance, Responsible Decision Making, Resilience, Heartrate	PE.8.M.1.3, 1.4, 1.7, PE.8.C.2.5, 2.6, 2.8 PE.8.L.3.1, 3.2, 3.6 PE.8.R.5.2, 5.4, 5.5, 6.1 MA.K12.MTR.1.1 ELA.K12.EE.6.1 ELD.K-12.ELL.SI.1	BCPS PE Canvas Resources
11-12	Unit 6: Racket Activities: Badminton and Pickleball	Racket Activities Physical Education Components: Face, Handle, Badminton, Pickleball, Shuttlecock, Backswing, Fore swing, Follow Through, Drop Shot, Clear Shot, Smash Shot, Rally Scoring, Side-Out Scoring	PE.8.M.1.3, 1.4, 1.7 PE.8.C.2.5, 2.6, 2.7, 2.8 PE.8.L.3.1, 3.2, PE.8.R.5.4, 5.5, 6.1 MA.K12.MTR.3.1	BCPS PE Canvas Resources

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		Health Education Components: Health Related Fitness, Wellness, Muscular Endurance, Muscular Strength, Flexibility, Body Composition, Cardiovascular Endurance, Lifelong Fitness	ELA.K12.EE.4.1	
13-14	Unit 7: Fitness and Wellness Clubs	<i>Fitness and Wellness Clubs</i> Physical Education Components: Inclusion, Fitness Training Principles, Overload, Progression, Specificity Health Education Components: Health Related Fitness, Wellness, Muscular Endurance, Muscular Strength, Flexibility, Body Composition, Cardiovascular Endurance, Lifelong Fitness	PE.8.M.1.3, 1.4, 1.8, 1.9 PE.8.C.2.6, 2.7 PE.8.L.3.1, 3.2, 3.6, 4.1, 4.2, 4.4, 4.6 PE.8.R.5.2, 5.4, 5.5, 6.1, 6.2 MA.K12.MTR.1.3 ELA.K12.EE.4.1 ELD.K12.ELL.SI.1	BCPS PE Canvas Resources
15-18	Unit 8 and 9: Fitness Post Tests, CPR/First Aid Instruction, Cumulative Review, Fill Days, End of Semester Celebration, EOC Exam	<i>Fitness Post Tests, CPR/First Aid Instruction, Cumulative Review, Final Exam, End of Course Exam, Ever-Fi Courses, End of Semester Celebration</i>	Cumulative review of all course benchmarks SB 430 Mandate	BCPS PE Canvas Resources

English Language Development ELD Standards Special Notes Section: [si.pdf \(windows.net\)](#)

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Name	Description	Units
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PE.8.C.2.5 Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors. 1, 2, 3, 4, 5, 6

Courses

PE.8.C.2.6 Identify the critical elements for successful performance in a variety of sport skills or physical activities. 3, 4, 5, 6, 7

Courses

PE.8.C.2.7 List specific safety procedures and equipment necessary for a variety of sport skills and physical activities. 1, 2, 3, 4, 6, 7

Courses

PE.8.C.2.8 Describe how movement skills and strategies learned in one physical activity can be transferred and used in ot... 3, 4, 5, 6

Courses

PE.8.L.3.1 Participate in moderate physical activity on a daily basis. 1, 2, 3, 4, 5, 6, 7

Courses

PE.8.L.3.2 Participate in vigorous physical activity on a daily basis. 1, 2, 3, 4, 5, 6, 7

Courses

PE.8.L.3.6 Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management. 2, 3, 4, 5, 7

Courses

PE.8.L.4.1 Create, implement and assess a personal fitness program in collaboration with a teacher. 3, 7

Courses

PE.8.L.4.2 Develop goals and strategies for a personal physical fitness program. 3, 7

Courses

PE.8.L.4.3 Use available technology to assess, design and evaluate a personal physical fitness program. 2, 7

Courses

PE.8.L.4.4 Develop a personal fitness program including a variety of physical activities. 3, 7

Courses

PE.8.L.4.5 Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength ... 3

Courses

PE.8.L.4.6 Define training principles appropriate for enhancing cardiorespiratory endurance, muscular strength and endura... 3

Courses

PE.8.M.1.3 Demonstrate body management for successful participation in a variety of modified games and activities. 1, 2, 6, 7

Courses

PE.8.M.1.4 Apply principles of biomechanics necessary for safe and successful performance. 1, 2, 3, 4, 5, 6, 7

Courses

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PE.8.M.1.7 Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance pe... 1, 2, 3, 4, 5, 6

Courses

PE.8.M.1.8 Apply technology to evaluate, monitor and improve individual motor skills. 7

Courses

PE.8.M.1.9 Select and utilize appropriate safety equipment. 1, 7

Courses

PE.8.R.5.1 List ways to act independently of peer pressure during physical activities. 1

Courses

PE.8.R.5.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety... 1, 5, 7

Courses

PE.8.R.5.4 Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activi... 1, 2, 4, 5, 6, 7

Courses

PE.8.R.5.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while particip... 1, 2, 3, 4, 5, 6, 7

Courses

PE.8.R.6.1 Discuss opportunities for participation in a variety of physical activities outside of the school setting that... 4, 5, 6, 7

Courses

PE.8.R.6.2 Describe the potential benefits of participation in a variety of physical activities. 1, 2, 4, 7

MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively. Mathematicians who participate i... 1, 6, 7

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.

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- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Resources

Courses

MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understandi...

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Resources

Courses

MA.K12.MTR.3.1 Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: 7

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

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- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Resources

Courses

MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage i...

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Resources

Courses

MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use pattern...

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.

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- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Resources

Courses

MA.K12.MTR.6.1 Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to d...

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Resources

Courses

MA.K12.MTR.7.1 Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: Connect m... 2, 3

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

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Resources

Courses

ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Resources

Courses

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Resources

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Courses

ELA.K12.EE.3.1 Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Resources

Courses

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety... 3, 7

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Resources

Courses

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work. 7

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Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Resources

Courses

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing. 4, 6, 7

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Resources

Courses

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. 1, 6, 7