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4-5	
6-8	
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**GRADE 8 Comprehensive Health and Physical Education Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle**

<b>A. Personal Health</b> <b>B. Growth and Development</b>			<b>C. Nutrition</b> <b>D. Diseases and Health Conditions</b>			<b>E. Safety</b> <b>F. Social and Emotional Health</b>		
<b>Benchmarks</b> By the end of Grade 8 at developmentally appropriate levels of increasing complexity and skill, all students should:			<b>Grade Specific Concepts/Skills</b> By the end of the grade level listed above, to meet the designated Grade 8 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			<b>Student Activities/Evidence</b> The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
A. Evaluate the impact of health behaviors and choices on personal and family wellness.			Demonstrate the ability to apply the decision making process to personal and family issues.			List how decisions regarding health behaviors have consequences for one self and others. /  Small group, class discussion, self examination.		
B. Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and realize how those changes impact wellness.			Analyze how enhanced abilities, independence, and responsibilities are associated with age appropriate changes.			Compare and contrast changes which have occurred during elementary years to the present until now (include physical, social, emotional, and intellectual). /  Student project, report.		
C. Describe healthy ways to lose, gain, or maintain weight.			Examine some weight gain and loss diets that are currently popular. (fad diet)			Explain what the community has done to improve nutrition in the schools. /  Two-column chart, table: 1. Unhealthy strategies for losing weight 2. Healthy alternatives  Small group/partners/ computers.		
D. Classify diseases and health conditions as communicable, non-communicable, acute, chronic, or inherited.			Explain preventive health measures, immunization, and treatment in disease prevention.			List/chart health behaviors needed to change, practice, and reduce the risk of exposure to disease. /  Small group, two column chart, current and new practices.		

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E. Investigate the short-and long-term impact of injuries on individual, the family, and the community.			Describe how to prevent and treat common injuries of teens (individuals) in order to prevent long-term consequences.			Demonstrate techniques for injuries, and list the warning signs of an injury. /  Explain RICE, Heimlich procedure, etc.  Partner assignment.		
F. Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.			Explain how self-esteem is a factor in adolescent development and life skills towards building relationships, and positive body image.			Report issues and concerns adolescents face during teen years, and provide problem-solving answers to those concerns and questions.   Individual assignment, computer, class discussion.		
<b>RESOURCES</b>								
<ol style="list-style-type: none"> <li>1. <i>Texts</i></li> <li>2. <i>Books</i></li> <li>3. <i>Charts, paper and writing instrument (for teacher's use)</i></li> <li>4. <i>Materials</i></li> <li>5. <i>Computer – internet</i></li> </ol>								

**GRADE 8 Comprehensive Health and Physical Education Standard 2.2 (Integrated Skills) All students will use health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.**

<b>A. Communication B. Decision Making</b>			<b>C. Planning and Goal Setting D. Character Development</b>			<b>E. Leadership, Advocacy and Service F. Health Services and Careers</b>		
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A. Analyze health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.			Evaluate the validity and cost of various health information, products, and services.			Analyze by listing the effects of media presentation as it relates to influencing various cultures. /  Individual assignment, class discussion.		
B. Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills.			Describe how the behavior of family, peers, media, and community affect interpersonal communication.			Create a flow chart that shows how decisions are influenced somewhat by others (positive or negative). /  Small group presentation, class discussion.		
C. Analyze factors that support or hinder the achievement of personal health goals.			Examine common factors that influence personal health goals.			Implement a strategy to evaluate progress towards achieving a personal health goal. /  Design a personal health goal.  Checklist.		
D. Compare and contrast the characteristics of various role models and the core ethical values they represent.			Explain the relationship between a realistic role model and values and a celebrity role model.			List character traits of a positive role model and the values which may be long-term for life time use. /  Individual assignment.		

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E. Discuss the motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.			Explain the difference between competition and formal competition and the benefits that are achieved.			Devise a chart on the different levels/types of competition and list the ways to achieve personal and group accomplishments. /  Guided questions, class discussion.		
F. Compare and contrast preparation and job requirements for health and fitness careers.			Examine different careers in health, and fitness and the note requirements needed.			Research assigned fitness and health careers and their qualifications. /  Chart the education, salary, and their specialization area.  Computer, small group.		
<b>RESOURCES</b>								
1. <i>Texts</i> 2. <i>Books</i> 3. <i>Materials</i> 4. <i>Tape recorder</i>								

**GRADE 8 Comprehensive Health and Physical Education Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.**

<b>A. Medicines</b>			<b>B Alcohol, Tobacco and Other Drug.</b>			<b>C. Dependency/Addiction and Treatment</b>		
<b>Benchmarks</b>			<b>Grade Specific Concepts/Skills</b>			<b>Student Activities/Evidence</b>		
By the end of Grade 8 at developmentally appropriate levels of increasing complexity and skill, all students should:			By the end of the grade level listed above, to meet the designated Grade 8 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
A. Classify the commonly administered medicines, and describe the potential side effects of each classification.			Identify common medicines and possible dangers of using them.			Create a table with the name, recommended dosage, possible side effects and warnings. /  Collect or research OTC labels for medicines to treat a cough, headache, allergies, sneezing, red eyes etc.  Computer, chart, small group.		
B. Investigate the health risks posed to nonsmokers by second hand/passive smoke.			Examine the effects of passive smoke in the environment.			Research corporate and legislative efforts to ban environmental smoking and who are mostly effective. /  Computer, chart.		
C. Discuss ways to quit using substances, and discuss factors that support the ability to quit.			Describe the types of substance abuse and their effect on the body.			List/chart the substance and research ways to quit and support the maintenance of being drug free. /		
<b>RESOURCES</b>								
<ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Handouts</li> <li>3. Charts</li> <li>4. Guest speakers</li> </ol>								

**GRADE 8 Comprehensive Health and Physical Education Standard 2.4 (Human Relationships, and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

<b>A. Relationships</b>			<b>B. Sexuality</b>			<b>C. Pregnancy and Parenting</b>		
<b>Benchmarks</b>			<b>Grade Specific Concepts/Skills</b>			<b>Student Activities/Evidence</b>		
By the end of Grade 8 at developmentally appropriate levels of increasing complexity and skill, all students should:			By the end of the grade level listed above, to meet the designated Grade 8 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
A. Discuss changes in family structures and the forces that influence these change.			Discuss the responsibilities and the different roles family members play regarding family needs.			Name and chart the different types of families, different roles and how roles have changed since the 1950s. /  Computer, chart.		
B. Analyze internal and external pressures to become sexually active.			Explain how refusal skills can be used to promote abstinence and deal with teenage pressures.			Given scenarios, have students role play a skits using refusal skills regarding age appropriate pressures /  Coed small groups, guided questions.		
C. Discuss the signs and symptoms of Pregnancy, and explain how pregnancy is confirmed.			Describe a woman's body changes and the effects of a teen pregnancy may have on the mother and child.			Describe the ovulation cycle, menstrual, and list ways to confirm pregnancy. /  Discover methods used to determine ovulation and the menstrual cycle.  Computer, chart.		

**RESOURCES**

1. *Materials – paper, pencils, arts and crafts supplies.*
2. *Internet*
3. *Handouts*
4. *Charts*
5. *Textbooks*

**GRADE 8 Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

<b>A. Movement Skills B. Movement Concepts</b>			<b>C. Strategy D. Sportsmanship, Rules and Safety</b>			<b>E. Sports Psychology</b>		
<b>Benchmarks</b> By the end of Grade 8 at developmentally appropriate levels of increasing complexity and skill, all students should:			<b>Grade Specific Concepts/Skills</b> By the end of the grade level listed above, to meet the designated Grade 8 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			<b>Student Activities/Evidence</b> The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
A. Demonstrate how equilibrium, rotation, and range of motion impact performance.			Explain factors that influence performance (include internal and external factors)			Design a diagram showing the factors influencing performance (positive and/or negative i.e. attitude, injury, emotions). /  Artwork display, small group.		
B. Analyze the application of balance and counter balance when performing movement skills.			Demonstrate the ability to assess movement skills for one self and others.			Perform movement sequences (dance/sport/gymnastic) and combine balance, weight transfer, and other movement skills. /  Teacher observation, student participation, checklist, video tape.		
C. Compare and contrast offensive, defensive, and cooperative strategies, and use them effectively in applied settings.			Combine skills, rules, and strategies competently to participate in modified games/sports.			Participate in coeducational individuals plan. Sport/game and work collaboratively as a team acknowledging each members role. /  Student participation, teacher observation, checklist, and reciprocal learning.		

**GRADE 8 Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

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<b>Benchmarks</b> By the end of Grade 8 at developmentally appropriate levels of increasing complexity and skill, all students should:			<b>Grade Specific Concepts/Skills</b> By the end of the grade level listed above, to meet the designated Grade 8 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			<b>Student Activities/Evidence</b> The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
D. Employ general-and activity-specific Rules, and analyze their impact on participation.			Understand ground rules and safety precautions cooperatively for an activity in a modified area.			Create safety standards that incorporate the use of appropriate safety precautions and equipment. /  Student participation, teacher observation, class discussion.		
E. Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.			Recognize in one self and others the variety of feelings exhibited during physical activity.			Describe the opportunities, provided by participation. (engagement, challenge, self expression, reduction, and job opportunities). /  Writing assignment, class discussion.		

**RESOURCES**

1. *Gymnasium or large space conducive to movement*
2. *Equipment – balls, jump ropes, cones, etc.*
3. *Video recorder and television*
4. *Textbooks*



**GRADE 8 Comprehensive Health and Physical Education Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

<b>A. Fitness and Physical Activity</b>			<b>B. Training</b>			<b>C. Achieving and Assessing Fitness</b>		
<b>Benchmarks</b> By the end of Grade 8 at developmentally appropriate levels of increasing complexity and skill, all students should:			<b>Grade Specific Concepts/Skills</b> By the end of the grade level listed above, to meet the designated Grade 8 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			<b>Student Activities/Evidence</b> The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
A. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.			Explain FIT process as well as overload <b>F</b> requency <b>I</b> ntensity and <b>T</b> ime			Create a flow chart of body systems and explain how they are affected by exercise./  Artwork, poster.		
B. Apply training principles to establish a progression of activity that will improve each component of fitness.			Examine different types of progressive conditioning and proper diets.			Devise a circuit training cycle./ 1) Stretching 2) Warm-up exercises 3) Workout using weights, ropes, and balls 4) Cool down exercises  Small group, artwork display presentation.		
C. Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.			Design an exercise/activity plan to work on a target heart rate zone.			Develop target heart rate zone by using the standard formula./  MHR= Maximum heart rate MHR= 220 – (age) 14 = 206 60% of MHR = 206 x 0.6=124 85% of MHR = 206.x 0.85 = 175  Progressive chart of the target heart rate zone. 14 year old THR = 124 -175  Compare to contrast with others in small groups.		

**RESOURCES**

1. *Gymnasium or space for activity*
2. *PE equipment – ropes, balls, scooters, cones, etc.*