

Grade 8 Health and Physical Education
--

Focus Topic: Wellness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW investigate how technology and medical advances impact wellness • TSW describe the impact of nutrients on the functioning of human body systems • TSW investigate current and emerging methods to diagnose and treat diseases and health conditions • TSW investigate various forms of mental illness including impulse disorders such as gambling or shopping, depressions, eating disorders, and bipolar disorders • TSW describe and demonstrate first aid procedures including, situation and victim assessment, Basic Life Support, and the care of bleeding and wounds, burns, fractures, shock, and poisoning • TSW describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised • TSW discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills 	2.1.8.A 2.1.8.C 2.1.8.D 2.1.8.D 2.1.8.E 2.1.8.E 2.1.8.F	<ul style="list-style-type: none"> - What causes optimal growth and development? - To what extent can we keep ourselves disease free? - What is the difference between healthy and unhealthy risks? - Why do we sometimes take risks that can cause harm to ourselves and others? - How can you learn to like yourself and others? 	<ul style="list-style-type: none"> • An individual's health at different life stages is dependent on heredity, environmental factors, and lifestyle choices • Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before • Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others • Developing self esteem, resiliency, tolerance and coping skills support social and emotional health 	Ongoing observation & questioning during class discussions and hands-on project work Peer review Performance tasks Student Response

<ul style="list-style-type: none"> • TSW investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each 	2.1.8.F			
<ul style="list-style-type: none"> • TSW analyze how culture influences the ways families and groups cope with crisis and change 	2.1.8.F			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Body Systems Game – print the names of the body systems and associated organs on index cards. Tell students that this game requires them to associate a body organ with the correct body system. Tape cards to each student's back. Students circulate and ask other students one yes and one no question in an attempt to identify the system or organ on their card. • Develop a student contract to volunteer for at least ten hours over a one month period. Students should keep journals of their activities. • Literature Connection: <i>What Do You Really Want? How to Set a Goal and Go for It! A Guide for Teens</i> (Beverly K. Bachel); <i>That Was Then, This Is Now</i> (S. E. Hinton) 				

Grade 8 Health and Physical Education
--

Focus Topic: Integrated Skills

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement • TSW analyze the economic and political purposes and impacts of health messages found in the media • TSW predict social situations and conditions that may require adolescents and young adults to use decision making skills • TSW discuss how ethical decision making requires careful thought and action • TSW demonstrate the ability to function effectively in both leadership and supportive roles • TSW discuss motivational techniques to improve personal and group achievement and develop rewards and sanctions for group accomplishments • TSW compare and contrast preparation and job requirements for health and fitness careers 	2.2.8.A 2.2.8.A 2.2.8.B 2.2.8.B 2.2.8.E 2.2.8.E 2.2.8.F	<ul style="list-style-type: none"> - How do you know whether or not health information is accurate? - Why might educated people make poor health decisions? - In order to achieve lifetime wellness, what should I plan for and what should I just let happen? - How are character and health related? - How can you inspire others to address health issues? 	<ul style="list-style-type: none"> • Effective communication skills enhance a person's ability to express and defend their beliefs • Decision making can be affected by a variety of influences that may not be in a person's best • Character is who you are when no one is looking • Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole 	Ongoing observation & questioning during class discussions and hands-on project work Peer review Performance tasks Student Response

Suggested Activities/Resources

- Develop criteria to evaluate health related pamphlets. Distribute a variety of pamphlets and compare using criteria established
- Examine news media coverage for one week focusing on issues related to interpersonal violence. Analyze the possible events that lead to the incident and describe actions and decisions that might have prevented its occurrence
- Literature Connection: *Stargirl* (Jerry Spinelli); *Gossip Girl* (Cecily von Ziegesar); *The Chocolate War* (Robert Cormier)

Grade 8 (Integrated Skills) continued

Grade 8 Health and Physical Education
--

Focus Topic: Drugs and Medicine

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW recommend safe practices for the use of prescription medicines • TSW compare and contrast the physical and behavioral effects of each classification of drugs • TSW analyze health risks associated with injecting drug use • TSW investigate the legal and financial consequences of the use, sale, and possession of illegal substances • TSW discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs • TSW analyze the physical, social, and emotional indicators and stages of dependency • TSW analyze factors that influence the use and abuse alcohol, tobacco, and other drugs • TSW discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines 	<p>2.3.8.A</p> <p>2.3.8.B</p> <p>2.3.8.B</p> <p>2.3.8.B</p> <p>2.3.8.B</p> <p>2.3.8.C</p> <p>2.3.8.C</p> <p>2.3.8.C</p>	<p>- Why do people chose to use alcohol, tobacco, and other drugs when they are aware of the detrimental effects?</p> <p>- Why does one person become an addict and another does not?</p>	<ul style="list-style-type: none"> • Research has clearly established that alcohol, tobacco, and other drugs have a variety of harmful effects on the human body • There are common indicators, stages and influencing factors of chemical dependency 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Responses</p>

Suggested Activities/Resources

- Discuss how the use of alcohol, tobacco, and other drugs interferes with job performance. Discuss pre-employment drug screening and determine how drug testing may impact one's ability to gain employment
- Provide students with a scenario describing a medicine decision. Have groups discuss the situation and present a recommended action
- Literature Connection: Tobacco (Sean Connolly); Lush (Natasha Friend); Medicine (Emory Dean Keoke)

Grade 8 (Drugs and Medicine) continued

Grade 8 Health and Physical Education
--

Focus Topic: Human Relationships and Sexuality

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW discuss changes in family structures and the forces that influence change • TSW analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage • TSW differentiate among affection, love, commitment, and sexual attraction • TSW develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age • TSW analyze internal and external pressures to become sexually active • TSW describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active • TSW discuss the potential short-and long-term physical, emotional, and social impacts of adolescent sexual activity • TSW analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy 	<p>2.4.8.A</p> <p>2.4.8.A</p> <p>2.4.8.A</p> <p>2.4.8.A</p> <p>2.4.8.B</p> <p>2.4.8.B</p> <p>2.4.8.B</p> <p>2.4.8.B</p>	<ul style="list-style-type: none"> - How so we learn to understand and respect diversity in relationships? - How do we know when a relationship is not worth saving? - How do you know when the time is right for you to become sexually active? - What determines a person's sexual orientation? - How do you know when you are ready to have a child? 	<ul style="list-style-type: none"> • Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships • External pressures and opportunities that present themselves may influence a person to become sexually active • There are many additional challenges that confront those who are not heterosexual • Raising a child requires physical, economic, emotional, social and intellectual commitment 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Performance tasks</p> <p>Self assessment</p> <p>Student Responses</p>

<ul style="list-style-type: none"> • TSW compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, healthy history, and cost may influence their use 	2.4.8.B			
<ul style="list-style-type: none"> • TSW analyze the challenges and responsibilities of being a teen mother and/or teen father 	2.6.8.C			
Suggested Activities/Resources <ul style="list-style-type: none"> • Students interview two adult family members or admired adults. Develop a written profile of the two subjects and share their impressions with classmates. • (Sample Questions: Do you think males and females are raised differently?; How will my life be different than yours?; Which roles are most important in your life) • Literature Connection: <i>It Happened to Nancy: A True Story from the Diary of a Teenager</i> (Beatrice Sparks); <i>Boy Meets Girl</i> (Meg Cabot); <i>Uglies</i> (Scott Westerfeld) 				

Grade 8 (Human Relationships and Sexuality) continued

Grade 8 Health and Physical Education
--

Focus Topic: Motor Skill Development

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW modify a personal movement performance according to feedback • TSW create and perform movement activities • TSW describe the influence of history and culture on games, sports, and dance • TSW utilize strategy effectively • TSW exhibit good sportsmanship 	2.5.8.A 2.5.8.A 2.5.8.B 2.5.8.C 2.5.8.D	<ul style="list-style-type: none"> - Why do I have to understand concepts of movement when I can already perform the movement? - To what extent does strategy influence performance in competitive games and activities? - Why do I have to show good sportsmanship and follow the rules when other do not? - How can I become more mentally prepared for competition and sports performance? 	<ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations • Sport psychology techniques prepare athletes to compete at the optimum level 	Ongoing observation & questioning during class discussions and hands-on project work Self assessment Peer review Skills Checklist Student Response
Suggested Activities/Resources <ul style="list-style-type: none"> • Athlete biographies, community resource projects • Complete a journal entry about sportsmanship, focusing on examples they have seen in class or as part of a school or community • Literature Connection: <u>Peak</u> (Roland Smith); <u>Deadline</u> (Chris Crutcher); <u>Dogsong</u> (Gary Paulsen) 				

Grade 8 Health and Physical Education

Focus Topic: Fitness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> TSW distinguish between fact and fallacy regarding the marketing of fitness products, services, and information TSW investigate the physical, behavioral, legal and competitive consequences of using anabolic steroids and other performance enhancing substances TSW use health data to develop a personal fitness plan TSW use technology to evaluate the implementation and outcomes of the plan TSW progress towards improving components of fitness 	2.6.8.A 2.6.8.B 2.6.8.C 2.6.8.C 2.6.8.C	<ul style="list-style-type: none"> - What is the minimum amount of exercise I can do to stay physically fit? - How do I develop an appropriate personal fitness program and find the motivation to commit to it? - How do you realize age appropriate fitness? 	<ul style="list-style-type: none"> Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise 	Ongoing observation & questioning during class discussions and hands-on project work Skills Checklist Performance tasks Self assessment Student Response
Suggested Activities/Resources <ul style="list-style-type: none"> Athlete biographies, community resource projects Create a multimedia presentation focusing on exercise tips Literature Connection: <i>Sign of the Beaver</i> (Elizabeth George Speare) <i>Keeper</i> (Mal Peet) <i>Slam!</i> (Walter Dean Myers) 				