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| Standards Division Document Development Tool (Year Long Course) Course : 8th Grade Health/Physical Education | | | |
| First Nine Weeks Standards: Mental and Emotional Health  8.MEH.1 Apply positive stress management strategies.  8.MEH.1.1 Evaluate stress management strategies based on personal experience. 8.MEH.1.2 Design a plan to prevent stressors or manage the effects of stress.  8.MEH.1.3 Design effective methods to deal with anxiety.  8.MEH.1 Apply positive stress management strategies.  8.MEH.1.1 Evaluate stress management strategies based on personal experience. 8.MEH.1.2 Design a plan to prevent stressors or manage the effects of stress.  8.MEH.1.3 Design effective methods to | Second Nine Weeks Standards:  Personal and Consumer Health  8.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.  8.PCH.1.1 Classify the risk factors (based on risk behaviors) begun in childhood and adolescence associated with leading and premature causes of death.  8.PCH.1.2 Explain behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common conditions (asthma, allergies, diabetes, and epilepsy).  8.PCH.1.3 Interpret | Third Nine Weeks Standards: Mental and Emotional Health  8.MEH.1 Apply positive  stress management strategies.  8.MEH.1.1 Evaluate stress management strategies based on personal experience. 8.MEH.1.2 Design a plan to prevent stressors or manage the effects of stress.  8.MEH.1.3 Design effective methods to deal with anxiety.  8.MEH.1 Apply positive stress management strategies.  8.MEH.1.1 Evaluate stress management strategies based on personal experience. 8.MEH.1.2 Design a plan to prevent stressors or manage the effects of stress.  8.MEH.1.3 Design effective methods to | Fourth Nine Weeks Standards:  Personal and Consumer Health  8.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.  8.PCH.1.1 Classify the risk factors (based on risk behaviors) begun in childhood and adolescence associated with leading and premature causes of death.  8.PCH.1.2 Explain behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common conditions (asthma, allergies, diabetes, and epilepsy).  8.PCH.1.3 Interpret |

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| deal with anxiety.  8.MEH.3 Apply help-seeking strategies for depression and mental disorders.  8.MEH.3.1 Recognize signs and symptoms of hurting self or others. 8.MEH.3.2 Implement a plan for seeking adult help for peers who express symptoms of self-injury or suicidal intent.  Interpersonal Communication and Relationships  8.ICR.1 Understand healthy and effective interpersonal communication and relationships.  8.ICR.1.1 Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.  8.ICR.1.2 Identify the reasons that people engage in violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and resources for | health appraisal data to assess personal risks for preventable disease.  8.PCH.2 Evaluate health information and products.  8.PCH.2.1 Critique medical information resources in terms of reliability, unreliability, accuracy, and significance.  8.PCH.2.2 Judge the effects of popular fads on health (tattooing, piercing, artificial fingernails) and methods for protecting oneself from these dangers.  8.PCH.3 Analyze measures necessary to protect the environment.  8.PCH.3.1 Outline the potential health consequences of global environmental problems.  8.PCH.3.2 Explain the impact of personal behaviors on the environment, both | deal with anxiety.  8.MEH.3 Apply help-seeking strategies for depression and mental disorders.  8.MEH.3.1 Recognize signs and symptoms of hurting self or others. 8.MEH.3.2 Implement a plan for seeking adult help for peers who express symptoms of self-injury or suicidal intent.  Interpersonal Communication and Relationships  8.ICR.1 Understand healthy and effective interpersonal communication and relationships.  8.ICR.1.1 Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.  8.ICR.1.2 Identify the reasons that people engage in violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and resources for | health appraisal data to assess personal risks for preventable disease.  8.PCH.2 Evaluate health information and products.  8.PCH.2.1 Critique medical information resources in terms of reliability, unreliability, accuracy, and significance.  8.PCH.2.2 Judge the effects of popular fads on health (tattooing, piercing, artificial fingernails) and methods for protecting oneself from these dangers.  8.PCH.3 Analyze measures necessary to protect the environment.  8.PCH.3.1 Outline the potential health consequences of global environmental problems.  8.PCH.3.2 Explain the impact of personal behaviors on the environment, both |

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| seeking help. 8.ICR.1.3 Explain the effects of tolerance and  intolerance on individuals and society.  8.ICR.1.4 Illustrate communication skills that build and maintain healthy relationships.  8.ICR.1.5 Use decision- making strategies appropriate for responding to unknown people via the internet, telephone, and face-to-face.  8.ICR.1.6 Recognize resources that can be used to deal with unhealthy relationships.  Nutrition And Physical Activity  8.NPA.1 Apply tools (Body Mass Index) to plan healthy nutrition and fitness.  8.NPA.1.1 Interpret the Body Mass Index in terms of body composition and healthy weight, underweight, overweight and obesity 8.NPA.1.2 Summarize | positively and negatively.  Interpersonal Communication and Relationships  8.ICR.2 Remember that abstinence from sexual intercourse means a positive choice for young people.  8.ICR.2.1 Recall abstinence as *voluntarily refraining from intimate sexual behavior that could lead to unintended pregnancy and disease.* 8.ICR.2.2 Recall skills and strategies for abstaining from sexual behavior.  8.ICR.3 Analyze strategies that develop and maintain reproductive and sexual health.  8.ICR.3.1 Explain the health, legal, financial, and social consequences of adolescent and unintended pregnancy | seeking help. 8.ICR.1.3 Explain the effects of tolerance and  intolerance on individuals and society.  8.ICR.1.4 Illustrate communication skills that build and maintain healthy relationships.  8.ICR.1.5 Use decision- making strategies appropriate for responding to unknown people via the internet, telephone, and face-to-face.  8.ICR.1.6 Recognize resources that can be used to deal with unhealthy relationships.  Nutrition And Physical Activity  8.NPA.1 Apply tools (Body Mass Index) to plan healthy nutrition and fitness.  8.NPA.1.1 Interpret the Body Mass Index in terms of body composition and healthy weight, underweight, overweight and obesity 8.NPA.1.2 Summarize | positively and negatively.  Interpersonal Communication and Relationships  8.ICR.2 Remember that abstinence from sexual intercourse means a positive choice for young people.  8.ICR.2.1 Recall abstinence as *voluntarily refraining from intimate sexual behavior that could lead to unintended pregnancy and disease.* 8.ICR.2.2 Recall skills and strategies for abstaining from sexual behavior.  8.ICR.3 Analyze strategies that develop and maintain reproductive and sexual health.  8.ICR.3.1 Explain the health, legal, financial, and social consequences of adolescent and unintended pregnancy |

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| the benefit of consuming adequate amounts of vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water in a variety of foods.  8.NPA.1.3 Implement meal plans that are consistent with the Dietary Guidelines.  8.NPA.2 Create strategies to consume a variety of nutrient- dense foods and beverages and to consume less calorie- dense and empty calorie foods.  8.NPA.2.1 Plan healthy personal eating strategies with attention to caloric intake and expenditure.  8.NPA.2.2 Generate a healthful eating plan incorporating food choices inside and outside the home setting.  8.NPA.3 Analyze the relationship of nutrition, fitness, and healthy weight | and the advantages of delaying parenthood. 8.ICR.3.2 Evaluate methods of FDA- approved contraceptives in terms of their safety and their effectiveness in preventing unintended pregnancy.  8.ICR.3.3 Select family, school, and community resources for the prevention of sexual risk taking through abstinence and safer sex practices.  8.ICR.3.4 Summarize ways to avoid being a victim or perpetrator of sexual abuse via digital media (including social network sites, texting, and cell phone).  (MS) Motor Skills  8.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities. | the benefit of consuming adequate amounts of vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water in a variety of foods.  8.NPA.1.3 Implement meal plans that are consistent with the Dietary Guidelines.  8.NPA.2 Create strategies to consume a variety of nutrient- dense foods and beverages and to consume less calorie- dense and empty calorie foods.  8.NPA.2.1 Plan healthy personal eating strategies with attention to caloric intake and expenditure.  8.NPA.2.2 Generate a healthful eating plan incorporating food choices inside and outside the home setting.  8.NPA.3 Analyze the relationship of nutrition, fitness, and healthy weight | and the advantages of delaying parenthood. 8.ICR.3.2 Evaluate methods of FDA- approved contraceptives in terms of their safety and their effectiveness in preventing unintended pregnancy.  8.ICR.3.3 Select family, school, and community resources for the prevention of sexual risk taking through abstinence and safer sex practices.  8.ICR.3.4 Summarize ways to avoid being a victim or perpetrator of sexual abuse via digital media (including social network sites, texting, and cell phone).  (MS) Motor Skills  8.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities. |

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| management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.  8.NPA.3.1 Identify media and peer pressures that result in unhealthy weight control (eating disorders, fad dieting, excessive exercise, smoking).  8.NPA.3.2 Differentiate the signs, symptoms, and consequences of common eating disorders from more healthy eating behaviors.  8.NPA.3.3 Use  strategies to advocate for those who are at risk for eating disorders or poor nutrition.  8.NPA.4 Analyze plans for lifelong nutrition and health- related fitness to enhance quality of life.  8.NPA.4.1 Outline strategies that can be used to overcome | PE.8.MS.1.1Execute proficiently some complex combinations of movements specific to game, sport, or physical activity settings in at least two of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self- defense, dance, or gymnastics.  PE.8.MS.1.2 Analyze fundamental motor skills and specialized skills that contribute to movement proficiency in small-sided game situations.  PE.8.MS.1.3 Apply  basic strategies and tactics that contribute to successful participation.  PE.8.MS.1.4 Use movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music. | management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.  8.NPA.3.1 Identify media and peer pressures that result in unhealthy weight control (eating disorders, fad dieting, excessive exercise, smoking).  8.NPA.3.2 Differentiate the signs, symptoms, and consequences of common eating disorders from more healthy eating behaviors.  8.NPA.3.3 Use  strategies to advocate for those who are at risk for eating disorders or poor nutrition.  8.NPA.4 Analyze plans for lifelong nutrition and health- related fitness to enhance quality of life.  8.NPA.4.1 Outline strategies that can be used to overcome | PE.8.MS.1.1Execute proficiently some complex combinations of movements specific to game, sport, or physical activity settings in at least two of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self- defense, dance, or gymnastics.  PE.8.MS.1.2 Analyze fundamental motor skills and specialized skills that contribute to movement proficiency in small-sided game situations.  PE.8.MS.1.3 Apply  basic strategies and tactics that contribute to successful participation.  PE.8.MS.1.4 Use movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music. |

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| barriers to healthy eating.  8.NPA.4.2 Differentiate methods of food preparation in terms of their health and safety. 8.NPA.4.3 Summarize the benefits of regular physical activity.  Alcohol, Tobacco, and Other Drugs  8.ATOD.1 Analyze influences related to alcohol, tobacco, and other drug use and avoidance.  8.ATOD.1.1 Analyze policies and laws related to the sale and use of tobacco products in terms of their purposes and benefits. 8.ATOD.1.2 Predict the potential effect of anti- tobacco messages on the use of tobacco by youth and adults.  8.ATOD.2 Understand the health risks associated with alcohol, tobacco, and other | (MC) Movement Concepts  8.MC.2 Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.  PE.8.MC.2.1 Integrate increasingly complex discipline‐specific knowledge, such as biomechanics, with movement skills.  PE.8.MC.2.2 Compare movement concepts and principles, and critical elements of activity, of performances representing different levels of skill.  PE.8.MC.2.3 Integrate strategies and tactics within game play.  PE.8.MC.2.4 Generate complex movement concepts that can be used to refine learned | barriers to healthy eating.  8.NPA.4.2 Differentiate methods of food preparation in terms of their health and safety. 8.NPA.4.3 Summarize the benefits of regular physical activity.  Alcohol, Tobacco, and Other Drugs  8.ATOD.1 Analyze influences related to alcohol, tobacco, and other drug use and avoidance.  8.ATOD.1.1 Analyze policies and laws related to the sale and use of tobacco products in terms of their purposes and benefits. 8.ATOD.1.2 Predict the potential effect of anti- tobacco messages on the use of tobacco by youth and adults.  8.ATOD.2 Understand the health risks associated with alcohol, tobacco, and other | (MC) Movement Concepts  8.MC.2 Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.  PE.8.MC.2.1 Integrate increasingly complex discipline‐specific knowledge, such as biomechanics, with movement skills.  PE.8.MC.2.2 Compare movement concepts and principles, and critical elements of activity, of performances representing different levels of skill.  PE.8.MC.2.3 Integrate strategies and tactics within game play.  PE.8.MC.2.4 Generate complex movement concepts that can be used to refine learned |

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| drug use.  8.ATOD.2.1 Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior. 8.ATOD.2.2 Evaluate the magnitude and likelihood of the risks associated with the use of performance- enhancing drugs.  8.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.  8.ATOD.3.1 Use  strategies to avoid riding in a car with someone impaired by alcohol or drugs.  8.ATOD.3.2 Identify positive alternatives to the use of alcohol and drugs.  8.ATOD.3.3 Use  advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others. | skills and to acquire new advanced skills.  (HF) Health‐Related Fitness  8.HF.3 Understand the importance of achieving and maintaining a health- enhancing level of physical fitness.  PE.8.HF.3.1 Evaluate progress toward achieving health-related fitness standards, using the results to make improvements.  PE.8.HF.3.2  Summarize the potential short- and long-term physical, social, and emotional impacts of physical activity as a positive lifestyle choice.  PE.8.HF.3.3 Use a  variety of resources to assess, monitor, and improve personal fitness.  (PR) Personal/Social | drug use.  8.ATOD.2.1 Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior. 8.ATOD.2.2 Evaluate the magnitude and likelihood of the risks associated with the use of performance- enhancing drugs.  8.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.  8.ATOD.3.1 Use  strategies to avoid riding in a car with someone impaired by alcohol or drugs.  8.ATOD.3.2 Identify positive alternatives to the use of alcohol and drugs.  8.ATOD.3.3 Use  advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others. | skills and to acquire new advanced skills.  (HF) Health‐Related Fitness  8.HF.3 Understand the importance of achieving and maintaining a health- enhancing level of physical fitness.  PE.8.HF.3.1 Evaluate progress toward achieving health-related fitness standards, using the results to make improvements.  PE.8.HF.3.2  Summarize the potential short- and long-term physical, social, and emotional impacts of physical activity as a positive lifestyle choice.  PE.8.HF.3.3 Use a  variety of resources to assess, monitor, and improve personal fitness.  (PR) Personal/Social |

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|  | Responsibility  8.PR.4Use behavioral strategies that are responsible and enhance respect of self and others and value activity.  PE.8.PR.4.1Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.  PE.8.PR.4.2Exemplify well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations. PE.8.PR.4.3Compare factors in different cultures that influence the choice of physical activity and nutrition. |  | Responsibility  8.PR.4Use behavioral strategies that are responsible and enhance respect of self and others and value activity.  PE.8.PR.4.1Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.  PE.8.PR.4.2Exemplify well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations. PE.8.PR.4.3Compare factors in different cultures that influence the choice of physical activity and nutrition. |
| First Semester Standards  (Objectives that may take the full first semester to teach) | | Second Semester Standards  (Objectives that may take the full second semester to teach) | |

Year Long Standards

(Objectives that may take the full year to teach) Click here to enter text.

Proposed Benchmark Frequency: Every 9 weeks Comments (optional):

Name of Person/People Submitting this form: Katelyn Williams, Debbie Hicks, Bonnie Schroder