

Adair County Middle School

2019-2020

6th - 8th Grade / Health & PE STANDARDS / PACING GUIDE

Teacher's Name(s): [Elizabeth White](#)

6th Grade-Kentucky Academic Standards for Health Education

Performance Indicator	Learning Target We are learning to.....	Window of Instruction (weeks)	Essential Vocabulary	Resources	Assessments Link
Standard 1: Students will comprehend content related to health promotion and disease prevention to enhance health. Content Comprehension: The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.					
6.1.1 Differentiate between proper use and abuse of prescription and over-the-counter medicines and distinguish between the benefits and consequences of using and not using alcohol and other drugs.	(covered in Career Choices curriculum)				
6.1.2 Explain the risks associated with using alcohol or other drugs and riding in a motor vehicle.	(covered in Career Choices curriculum)				
6.1.3 Explain why the recommended amount of food a person needs each day may be different for each food group and analyze the benefits of healthy eating.	(covered in Career Choices curriculum)				
6.1.4 Discuss how emotions change during adolescence and explain appropriate ways to express and respond to needs, wants, emotions and feelings.	(covered in Career Choices curriculum)				
6.1.5 Summarize the benefits of good hygiene practices.	(covered in Career Choices curriculum)				
6.1.6 Explain the difference between infectious, noninfectious, acute and chronic	(covered in Career Choices curriculum)				

diseases.					
6.1.7 Summarize actions to take to protect oneself against potential damage from exposure to the sun.	(covered in Career Choices curriculum)				
6.1.8 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.	(covered in Career Choices curriculum)				
6.1.9 Describe conception and its relationship to the menstrual cycle and describe why sexual abstinence is the most effective risk avoidance method of protection from HIV, other STDs and pregnancy.	(covered in Career Choices curriculum)				
6.1.10 Describe short- and long- term physical effects of using tobacco.	(covered in Career Choices curriculum)				
6.1.11 Summarize the dangers of experimenting with tobacco products and the benefits of being tobacco-free.	(covered in Career Choices curriculum)				
6.1.12 Identify a variety of non-violent ways to respond to stress when angry or upset and explain why it is important to understand the perspective of others in resolving conflict situations nonviolently.	(covered in Career Choices curriculum)				
6.1.12 Describe how the presence of weapons increases the risk of serious violent injuries.	(covered in Career Choices curriculum)				
Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.					
Practices for Analyzing Influences: Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.					
6.2.1 Describe how culture influences personal health decisions and behaviors.	(covered in Career Choices curriculum)				
6.2.2 Explore how sharing or posting personal information electronically on social media sites can negatively impact the health of self and others.	(covered in Career Choices curriculum)				

Standard 3: Access valid information, products and services to enhance health.
Practices for Accessing Valid Information: Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.

6.3.1 Describe health-related situations that call for professional services.	(covered in Career Choices curriculum)				
6.3.2 Identify and determine the availability of valid and reliable personal health and wellness products.	Access health and wellness services in my school and my community, covered thorough first day of class and introduction.	1 day	School health Family resource	Family resources	questioning

Standard 4: Use interpersonal communication skills to enhance health and avoid or reduce health risks.
Practices for Communication: Effective communication enhances personal, family and community health.

6.4.1 Describe effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.	Use positive and encouraging words when working together with my peers and participating in team games and activities, these rules are established day 1 in class.	1 day	Verbal and non-verbal communication skills	Online	observation
6.4.2 Describe how to ask for assistance to enhance the health of self and others.	Ask for assistance if I need help with health related issues from a friend, family or community member. Family resource will speak to students during class.		Community resources	online	questioning
6.4.3 Explain how refusal and negotiation skills are used to avoid or reduce health risks.	(covered in Career Choices curriculum)				
6.4.4 Explain effective conflict management and/or resolution strategies.	(covered in Career Choices curriculum)				

Standard 5: Use decision-making skills to enhance healthy behaviors.
Practices for Decision-Making: Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.

6.5.1 Recognize healthy options when making a decision about health-related issues or problems.	Use effective decision making skills when I am making choices regarding my own health and wellness.	1 day	Health-related wellness	online	discussion
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6.5.2 Describe how to use a decision-making process to avoid harmful behaviors.	(covered in Career Choices curriculum)				
6.5.3 Describe how a decision-making process is used to enhance or establish healthy behaviors and relationships.	(covered in Career Choices curriculum)				
Standard 6: Use goal-setting skills to enhance healthy behaviors.					
Practices for Goal-Setting: Goal setting skills are essential to help Kentucky students identify, adopt and maintain healthy behaviors.					
6.6.1 Identify strategies and skills needed to attain personal health goals.	Set SMART goals for myself in regards to my personal fitness and health.	3 days	Specific, measurable, achievable, relevant, measurable	online	discussion
6.6.2 Recognize how personal health goals can vary with changing abilities, priorities and responsibilities.	Recognize how personal health goals will change over time and how my physical abilities and other priorities and responsibilities can change the outcome of those goals.	1 day	Health goals Priorities responsibility	online	questioning
6.6.3 Assess personal health practices and create a goal to maintain or improve personal health practices.	Improve my personal health practices at school and outside of school by engaging in a variety of physical activities.	4.5 weeks	goal-setting	online	discussion
Standard 7: Practice health-enhancing behaviors and avoid or reduce health risks.					
Practices for Health-Enhancing Behaviors: Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.					
6.7.1 Recognize positive health and wellness-related behaviors.	Recognize what exercises and activities I can do that will have a positive impact on my health and wellness, throughout our class we will try several different types of physical activities.	1 day	Health wellness	online	Discussion and questioning
6.7.2 Summarize personal health practices and behaviors to improve the health and wellness of self and others.	Describe how physical activities can have a positive impact on my own health and others.	1 day	Personal health	online	discussion

Standard 8: Advocate for personal, family and community health Practices for Advocating: Advocacy skills help students promote healthy norms and healthy behaviors.					
6.8.1 State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.	(covered in Career Choices curriculum)				
6.8.2 Describe how to influence and support others to make positive behavior choices to improve personal health and wellness.	Encourage and support peers when they are making decisions or participating in activities that affect their health and wellness, this will be demonstrated daily through our activities.	4.5 weeks	Behavior choices	online	observation

6th Grade-Kentucky Academic Standards for Physical Education

Performance Indicator	Learning Target We are learning to.....	Window of Instruction (weeks)	Essential Vocabulary	Resources	Assessments Link	
Standard 1: Demonstrate competency in a variety of motor skills and movement patterns. Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.						
Combinations of Movement Patterns and Skills	6.1.MP1 Demonstrate simple movement concepts, principles, strategies and tactics when learning and performing physical activities.	Use simple movements and strategies when performing a variety of physical activities such as soccer, basketball, ultimate, volleyball.	3 days	Skills Stretching	Basketballs Soccer balls Playground balls volleyballs	observations
	6.1.MP2 Demonstrate simple and combined motor skills in a variety of games and activities.	Combine motor skills such as running, jumping, throwing, catching when playing games such as soccer, basketball, dodgeball, ultimate.	2 days	Locomotor skills	Jump ropes balls	observation
	6.1.MP3 Perform a wide variety of locomotor movements in combination, using	Move within the playing area around others and objects while staying within the boundary lines for team sports and games.	2 days	Agility Balance coordination	Cones Poly spots Jump ropes Balls	observation

	different pathways and directions, while moving around others and/or equipment.	(ie. jumping rope, playing team games, frisbee and dance)			frisbees	
Manipulative Skills	6.1.MS1 Send and receive a variety of objects, adjusting for speed and distance, while applying appropriate performance cues.	Catch and throw objects at different speeds and at a target while playing dodgeball.	3 days	Effort Acceleration Speed Force	Dodgeballs cones	observation
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance. Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.						
Combinations of Movement Concepts	6.2.MC1 Demonstrate how movement concepts, principles, strategies and tactics apply to the performance of various physical activities.	Apply strategies and tactics when playing offense and defense in team sports such as basketball, soccer and volleyball.	3 days	Offense Defense	balls	observation
	6.2.MC2 Demonstrate how motor skills and techniques need to be refined, combined and varied in the development of specialized skills for participation in games and activities.	Develop more specialized skills through practice in order to perform better in games and activities, such as soccer and volleyball.	2 days	Reaction Time Practice	Balls Cones Goals Poly spots	observation
	6.2.MC3 Demonstrate how non-locomotor, locomotor and combination skills are used to build simple, creative sequences.	Combine a variety of locomotor and non-locomotor skills when learning basic dances.	2 days	Sequences	Poly spots	observation
Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one's overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.						
Physical Activity	6.3.PA1 Describe how being physically active	Describe how being physically active and regularly	1 day	Body composition Cardiovascular	Fitness equipment Poly spots	observation

Knowledge and Engagement	leads to better health.	participating in physical activities leads to better overall health.		endurance Muscular Strength Muscular Endurance	cones	
	6.3.PA2 Participate in a variety of physical activities	Participate in and try a variety of physical activities and sports that I may enjoy doing for a lifetime, students demonstrate this daily.	1 day	Participation	Any equipment	observation
Physical Fitness Knowledge	6.3.PF1 Identify the components of skill-related fitness.	Identify through daily exercise and activities the components of skill-related fitness (agility, balance, power, reaction time, coordination and speed).	1 day	agility, balance, power, reaction time, coordination and speed	Stopwatch Fitness equipment	observation
	6.3.PF2 Identify each of the components of the FITT principle for different types of physical activity.	Identify the components of the FITT principles (Frequency, Intensity, Time and Type) and how I can apply it to my daily exercise routine.	2 days	Intensity Repetitions FITT Principle	online	observation
Nutrition	6.3.N1 Identify food from each of the basic food groups and select appropriate servings and proportions for his/her age and physical activity levels.	(covered in Career Choices curriculum)				
Stress Management	6.3.SM1 Recognize physical activity as a positive way of dealing with stress.	Recognize that physical activity has a positive impact on many areas of my life and can help me deal with stresses and problems I may have at school or at home.	1 day	Self-image Stress	online	observation
Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others. Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.						
Social Interactions/W orking with	6.4SW1 Accept differences among classmates in physical	Understand that not everyone has the same skill level or understanding of all games or	1 day	Feedback		observation

Others	development, maturation and varying skill levels by providing encouragement and positive feedback.	activities but I can be positive and encouraging to everyone when we play..				
Rules and Etiquette	6.4.RE1 Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities.	Understand basic rules of play for a variety of games and activities, demonstrated daily through games and activities.	4.5 weeks	Fair play Etiquette (for all activities)		observation
	6.4.RE2 Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.	Work together as a team to solve problems and resolve conflict.	1 day	Problem-solving		observation
Safety	6.4.SA1 Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.	Be safe in the gym and on outdoor play areas while participating in physical activity.	1 day	Hazards Instability		observation

Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.
Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.

Health	6.5.H1 Demonstrate that regular participation in physical activities supports the goals of fitness, reducing stress and a healthier lifestyle.	Value physical activity and the positive impact it can have on our health and wellness.	1 day	Endurance Flexibility	Fitness equipment	observation
Challenge	6.5.C1 Explain that physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.	Perform a variety of physical activities that are enjoyable and challenging.	1 day	Lifetime Activities	All equipment	discussion
Self-Expression & Enjoyment	6.5.SE1 Identify and use appropriate strategies to	Decide which activities we enjoy and can benefit our health the	2 days	Self-expression Self-reinforce	Fitness equipment Poly spots	observation

	self-reinforce positive fitness behaviors.	most so that we can make positive choices for planning personal fitness goals.			cones	
Social Interaction	6.5.SI1 Use personal and social behaviors that show respect to self and others in physical activity settings.	Always respect myself, others and our physical education equipment. Learned through rules and procedures of class.	1 day	Respect		observation
Advocacy	6.5.A1 State a health-enhancing position about being physically active, supported with accurate information, to improve the health of others.	Make healthy choices and support a physically active lifestyle for myself and can tell others the benefits.	1 day	Physical Fitness Well-being		discussion

7th Grade -Kentucky Academic Standards for Health Education

Performance Indicator	Learning Target We are learning to.....	Window of Instruction (weeks)	Essential Vocabulary	Resources	Assessments Link
Standard 1: Students will comprehend content related to health promotion and disease prevention to enhance health.					
Content Comprehension: The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.					
7.1.1 Determine reasons why people choose to use or not to use alcohol and other drugs and describe situations that could lead to the use of alcohol and other drugs.	(covered in Career Choices curriculum)				
7.1.2 Describe the relationship between using alcohol and other drugs and injuries.	(covered in Career Choices curriculum)				
7.1.3 Explain the similarities and differences among nutrients regarding nutritional value and food sources.	(covered in Career Choices curriculum)				
7.1.4 Describe major chronic diseases and their relationship to what people eat and their physical activity level.	Describe how my food choices, lifestyle and physical activity choices affect my overall	1 day	nutrition	online	discussion

	health and wellness.				
7.1.5 Explain the importance of a positive body image.	Know the importance of a positive body image and that I respect the body I have and take care of it through fitness activities.	1 day	Body image	online	discussion
7.1.6 Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health.	(covered in Career Choices curriculum)				
7.1.7 Explain causes and effects of stress.	(covered in Career Choices curriculum)				
7.1.8 Explain the behavioral and environmental factors that contribute to the major chronic diseases.	(covered in Career Choices curriculum)				
7.1.9 Determine the benefits of being sexually abstinent and summarize ways to prevent pregnancy.	(covered in Career Choices curriculum)				
7.1.10 Explain why individuals have the right to refuse sexual contact.	(covered in Career Choices curriculum)				
7.1.11 Explain signs, symptoms, transmission and prevention of the most common STDs.	(covered in Career Choices curriculum)				
7.1.12 Describe the social, economic and cosmetic consequences of tobacco use.	(covered in Career Choices curriculum)				
7.1.13 Describe examples of dangerous or risky behaviors that might lead to injuries.	(covered in Career Choices curriculum)				
7.1.14 Describe the signs and symptoms of people who are in danger of hurting themselves or others and explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.	(covered in Career Choices curriculum)				

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Practices for Analyzing Influences: Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.					
7.2.1 Explain how personal values and beliefs can affect personal health and behaviors.	(covered in Career Choices curriculum)				
7.2.2 Research and demonstrate how sharing or posting personal information electronically can or has negatively impacted the mental/emotional health, social health and/or safety of self and others.	(covered in Career Choices curriculum)				
Standard 3: Access valid information, products and services to enhance health. Practices for Accessing Valid Information: Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.					
7.3.1 Compare and contrast health-related situations that call for professional services.	(covered in Career Choices curriculum)				
7.3.2 Analyze the availability of valid and reliable health information, services and products.	(covered in Career Choices curriculum)				
Standard 4: Use interpersonal communication skills to enhance health and avoid or reduce health risks. Practices for Communication: Effective communication enhances personal, family and community health.					
7.4.1 Analyze effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors and relationships.	Use positive and encouraging words when working together with my peers and participating in team games and activities. Explained 1st day of class.	Day 1	Communication skills Verbal non-verbal	online	observation
7.4.2 Demonstrate how to ask for assistance to enhance the health of self and others.	(covered in Career Choices curriculum)				
7.4.3 Compare and contrast how refusal and negotiation skills are used to avoid or reduce health risks.	(covered in Career Choices curriculum)				
7.4.4 Determine how to use effective conflict management and/or resolution strategies.	(covered in Career Choices curriculum)				

Standard 5: Use decision-making skills to enhance healthy behaviors. Practices for Decision-Making: Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.					
7.5.1 Describe healthy options when making a decision about health-related issues or problems.	(covered in Career Choices curriculum)				
7.5.2 Practice using a decision-making process to avoid or refuse addictive or harmful substances and/or behaviors.	(covered in Career Choices curriculum)				
7.5.3 Demonstrate the use of a decision-making process to enhance or establish healthy behaviors and relationships.	(covered in Career Choices curriculum)				
Standard 6: Use goal-setting skills to enhance healthy behaviors. Practices for Goal-Setting: Goal setting skills are essential to help Kentucky students identify, adopt and maintain healthy behaviors.					
7.6.1 Describe strategies and skills needed to attain personal health goals.	Set SMART goals for myself in regards to my personal fitness and health while developing a fitness plan.	2 days	Specific Measurable Achievable Relevant time-based	online	discussion
7.6.2 Compare and contrast how personal health goals can vary with changing abilities, priorities and responsibilities.	Recognize how personal health goals will change over time and how my physical abilities and other priorities and responsibilities can change the outcome of those goals.	1 day	Goal setting		discussion
7.6.3 Set a goal to maintain or improve personal health and/or wellness-related behaviors.	Set goals to improve my own personal physical fitness and/or health behaviors.	2 days	Physical fitness Personal health and wellness	online	questioning
Standard 7: Practice health-enhancing behaviors and avoid or reduce health risks. Practices for Health-Enhancing Behaviors: Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.					
7.7.1 Explain the importance of being responsible for personal and wellness-related behaviors.	(covered in Career Choices curriculum)				
7.7.2 Compare and contrast personal health practices and behaviors that improve the	Identify healthy behaviors and why physical activities are and	1 day	Personal health		discussion

health and wellness of self and others.	important part of my overall health and well-being, during a class discussion.				
Standard 8: Advocate for personal, family and community health Practices for Advocating: Advocacy skills help students promote healthy norms and healthy behaviors.					
7.8.1 Express a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.	(covered in Career Choices curriculum)				
7.8.2 Demonstrate how to influence and support others (peers, family and community) to make positive behavior choices to improve personal health and wellness.	(covered in Career Choices curriculum)				

7th Grade -Kentucky Academic Standards for Physical Education

Performance Indicator	Learning Target We are learning to.....	Window of Instruction (weeks)	Essential Vocabulary	Resources	Assessments Link	
Standard 1: Demonstrate competency in a variety of motor skills and movement patterns. Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.						
Combinations of Movement Patterns and Skills	7.1.MP1 Apply refined movement concepts, principles, strategies and tactics when learning and performing physical activities.	Use simple movements and strategies when performing a variety of physical activities and games.	2 days	Skills Stretching	Jump ropes Cones spots	observation
	7.1.MP2 Demonstrate combined motor skills in a variety of games and activities.	Combine motor skills such as running, jumping, throwing, catching when playing games. , such as basketball, volleyball, soccer, ultimate, etc.	3 days	Locomotor skills	Soccer Volleyball Basketball Playground balls	observation
	7.1.MP3 Perform controlled movements in game-like situations.	Perform skills in game like situations through practice and repetition. Ie. soccer and volleyball stations.	2 days	Agility Balance coordination	Soccer Volleyball Goals Cones	observation

					spots	
Manipulative Skills	7.1.MS1 Demonstrate how to send, receive and retain a variety of objects, while taking into account position and motion in relation to others, equipment and boundaries, while applying appropriate performance cues.	Catch and throw objects at different speeds and at a target while playing dodgeball, soccer, etc.	2 days	Effort Acceleration Speed Force	Dodgeballs cones	observation
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance. Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.						
Combinations of Movement Concepts	7.2.MC1 Demonstrate how movement concepts, principles, strategies, and tactics apply to the performance of various physical activities and game-like situations.	Apply strategies and tactics when playing offense and defense in team sports and game like situations.	3 days	Offense Defense Game-like situations	Balls Cones pinnies	observation
	7.2.MC2 Demonstrate how motor skills and techniques need to be refined, combined and varied in the development of specialized skills for participation in physical activities and game-like situations.	Develop more specialized skills through practice in order to perform better in games and activities, through practice and skill stations.	2 days	Reaction Time Practice	soccer Volleyball Goals Cones spots	observation
	7.2.MC3 Demonstrate how non-locomotor, locomotor and combination skills are used to build simple, creative sequences in physical activities and game-like situations.	Combine a variety of locomotor and non-locomotor skills when participating in activities and team sports.	2 days	Sequences	basketball soccer Volleyball Goals Cones Spots pinnies	observation

Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.

Physical Activity Knowledge and Engagement	7.3.PA1 Explain the physical, social and mental/emotional benefits of being physically active.	Describe how being physically active and regularly participating in physical activities leads to better overall health.	1 day	Body composition Cardiovascular endurance Muscular Strength Muscular Endurance	Fitness equipment	observation
	7.3.PA2 Analyze self-selected physical activity and adjust activities based on current fitness level.	Analyze different types of physical activities and choose which activities will work best for me based on my current fitness level.	1 day	Participation	Select equipment	observation
Physical Fitness Knowledge	7.3.PF1 Describe how the FITT principle is used to develop personal fitness goals.	Identify the components of the FITT principles (Frequency, Intensity, Time and Type) and how I can apply it to my daily exercise routine.	1 day	agility, balance, power, reaction time, coordination and speed	Fitness equipment	discussion
Nutrition	7.3.N1 Develop strategies for balancing healthy food, snacks and water intake, along with daily physical activity.	Develop an exercise routine that I can do on my own daily.	1 day	Intensity Repetitions FITT Principle	online	discussion
Stress Management	7.3.SM1 Analyze various physical activities that help with stress reduction.	Participate in and try a variety of physical activities and sports that I may enjoy doing for a lifetime and how they can help reduce my stress.	1 day	Self-image Stress	online	discussion

Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.
Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.

Social Interactions/W orking with Others	7.4.SW1 Accept differences among classmates in physical development, maturation	Understand that not everyone has the same skill level or understanding of all games or activities but I can be positive	1 day	Feedback		observation
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	and varying skill levels by providing encouragement and positive feedback.	and encouraging to everyone when we play.				
Rules and Etiquette	7.4.RE1 Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities.	Understand basic rules of play for a variety of games and activities.	1 day	Fair play etiquette	Rules listed	discussion
	7.4.RE2 Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.	Work together as a team to solve problems and resolve conflict.	1 day	Problem-solving		Discussion and questioning
Safety	7.4.SA1 Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.	Be safe in the gym and on outdoor play areas while participating in physical activity.	1 day	Hazards Instability		discussion

Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.
Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.

Health	7.5.H1 Compare how regular participation in physical activities supports the goals of a healthy lifestyle.	Participate in a variety of physical activities at school and on my own that can support my goals of having a healthy lifestyle.	1 day	Endurance Flexibility	Fitness equipment Cones Poly spots	observation
Challenge	7.5.C1 Identify strategies for persevering when physical activities bring challenge.	Motivate myself to meet my goals when physical activities become challenging.	1 day	Lifetime Activities	Fitness equipment Cones stopwatches	observation
Self-Expression & Enjoyment	7.5.SE1 Demonstrate both intrinsic and extrinsic motivation by selecting physical activities to participate in outside of class.	Select activities that I am motivated to do that I would enjoy doing outside of class.	1 day	Self-expression Self-reinforce	Any equipment	observation

Social Interaction	7.5.SI1 Demonstrate positive social interactions during physical activity.	Always respect myself, others and our physical education equipment. Do my best and give my best effort while encouraging others. Learned through rules and procedures of class.	1 day	Respect	Any equipment	observation
Advocacy	7.5.A1 Create physical activity messages for different audiences that persuade others to make healthy and safe physical choices.	Make healthy choices and support a physically active lifestyle for myself and can tell others the benefits.	1 day	Physical Fitness Well-being	online	observation

8th Grade -Kentucky Academic Standards for Health Education

Performance Indicator	Learning Target We are learning to.....	Window of Instruction (weeks)	Essential Vocabulary	Resources	Assessments Link
Standard 1: Students will comprehend content related to health promotion and disease prevention to enhance health.					
Content Comprehension: The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.					
8.1.1 Explain why using alcohol or other drugs is an unhealthy way to manage stress and describe the relationship between using alcohol and other drugs with other health risks.	(covered in Career Choices curriculum)				
8.1.2 Explain the relationship between access to healthy foods and personal food choices and identify healthy and risky approaches to weight management.	(covered in Career Choices curriculum)				
8.1.3 Explain the causes, symptoms and effects of depression, anxiety and common eating disorders.	(covered in Career Choices curriculum)				
8.1.4 Explain the benefits of living in a diverse society.	(covered in Career Choices curriculum)				
8.1.5 Differentiate healthy and unhealthy	(covered in Career Choices				

relationships.	curriculum)				
8.1.6 Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases and summarize health practices to prevent the spread of disease.	(covered in Career Choices curriculum)				
8.1.7 Explain climate-related physical conditions that affect personal safety.	(covered in Career Choices curriculum)				
8.1.8 Describe first response procedures needed to treat injuries and other emergencies.	(covered in Career Choices curriculum)				
8.1.9 Describe the factors that contribute to and that protect against engaging in sexual behavior and explain the importance of setting personal limits to avoid sexual risk behaviors.	(covered in Career Choices curriculum)				
8.1.10 Describe usual signs and symptoms of common STDs.	(covered in Career Choices curriculum)				
8.1.11 Describe situations that could lead to the use of tobacco and explain reasons most individuals do not use tobacco products.	(covered in Career Choices curriculum)				
8.1.12 Describe how power and control differences in relationships can contribute to aggression and violence and describe how prejudice, discrimination and bias can lead to violence.	(covered in Career Choices curriculum)				
8.1.13 Explain that rape and sexual assault should be reported to a trusted adult.	(covered in Career Choices curriculum)				
Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.					
Practices for Analyzing Influences: Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.					
8.2.1 Examine how school rules, public health policies and laws can influence personal health and behaviors.	(covered in Career Choices curriculum)				
8.2.2 Evaluate prevention strategies that	(covered in Career Choices				

reduce health risk behaviors and explain the influence these strategies have on personal choices.	curriculum)				
Standard 3: Access valid information, products and services to enhance health. Practices for Accessing Valid Information: Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.					
8.3.1 Explain health-related situations that call for professional prevention or intervention services.	(covered in Career Choices curriculum)				
8.3.2 Investigate and analyze valid and reliable health-related products and services.	(covered in Career Choices curriculum)				
8.3.3 Locate and access valid and reliable personal health and wellness information from home, school or the community.	Access health and wellness services in my school and my community.	1 day	School health Family resources	Family resources	discussion
Standard 4: Use interpersonal communication skills to enhance health and avoid or reduce health risks. Practices for Communication: Effective communication enhances personal, family and community health.					
8.4.1 Apply effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.	Use positive and encouraging words when working together with my peers and participating in team games and activities.	4.5	Verbal and non-verbal communication	online	observations
8.4.2 Demonstrate how to ask for assistance to enhance the health of self and others.	Ask for assistance if I need help with health related issues from a friend, family or community member.	1 day	Community resources	online	discussion
8.4.3 Demonstrate refusal and negotiation skills to avoid or reduce health risks.	(covered in Career Choices curriculum)				
8.4.4 Demonstrate effective and conflict management and/or resolution strategies.	(covered in Career Choices curriculum)				
Standard 5: Use decision-making skills to enhance healthy behaviors. Practices for Decision-Making: Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.					
8.5.1 Predict when health-related situations require the application of a	(covered in Career Choices curriculum)				

thoughtful decision-making process.					
8.5.2 Analyze healthy options when making a decision about health-related issues or problems.	(covered in Career Choices curriculum)				
8.5.3 Apply a decision-making process to avoid or refuse healthy and/or unhealthy behaviors.	(covered in Career Choices curriculum)				
Standard 6: Use goal-setting skills to enhance healthy behaviors.					
Practices for Goal-Setting: Goal setting skills are essential to help Kentucky students identify, adopt and maintain healthy behaviors.					
8.6.1 Apply strategies and skills needed to attain personal health goals.	Set SMART goals for myself in regards to my personal fitness and health.	2 days	Specific Measurable Achievable Relevant time-based	online	discussion
8.6.2 Explain how personal health goals can vary with changing abilities, priorities and responsibilities.	Recognize how personal health goals will change over time and how my physical abilities and other priorities and responsibilities can change the outcome of those goals.	1 day	Health goals Priorities responsibilities	online	discussion
8.6.3 Set and implement a goal that maintains or improves personal health and/or wellness -related behavior.	Improve my personal health practices at school and outside of school by engaging in a variety of physical activities.	1 day	goal-setting	online	discussion
Standard 7: Practice health-enhancing behaviors and avoid or reduce health risks.					
Practices for Health-Enhancing Behaviors: Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.					
8.7.1 Analyze and explain personal health practices and behaviors that reduce or prevent health risks.	(covered in Career Choices curriculum)				
8.7.2 Defend the importance of demonstrating healthy practices and behaviors to improve the health and wellness of self and others.	Identify healthy behaviors and why physical activities are and important part of my overall health and well-being.	2 days	Overall health well-being	online	questioning

Standard 8: Advocate for personal, family and community health
Practices for Advocating: Advocacy skills help students promote healthy norms and healthy behaviors.

8.8.1 Propose a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.	(covered in Career Choices curriculum)				
8.8.2 Design an advocacy campaign to influence and support others to make behavior choices to improve personal health and wellness.	(covered in Career Choices curriculum)				

8th Grade -Kentucky Academic Standards for Physical Education

Performance Indicator	Learning Target We are learning to.....	Window of Instruction (weeks)	Essential Vocabulary	Resources	Assessments Link
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Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.

Non- Locomotor Body Management	8.1.MP1 Apply advanced movement concepts, principles, strategies and tactics when learning and performing physical activities.	Use advanced skills, movements and strategies when performing a variety of physical activities.	3 days	Skills Stretching	Fitness equipment Jump ropes Cones spots	observation
	8.1.MP2 Demonstrate refined and combined motor skills in a variety of games and activities.	Combine motor skills such as running, jumping, throwing, catching when playing games.	3 days	Motor Skills	Soccer Volleyball Basketball Playground balls dodgeballs	observation
	8.1.MP3 Apply locomotor, non-locomotor and manipulative skills while using appropriate performance cues in game-like situations.	Perform skills in game like situations through practice and repetition.	2 days	Locomotor skills Non-locomotor skills	Soccer Volleyball Goals Cones spots	observation
Manipulative	8.1.MS1 Apply	Catch and throw objects at	3 days	Effort	Basketballs	observation

Skills	locomotor, non-locomotor and manipulative skills while using appropriate performance cues in game-like situations.	different speeds and at a target in game situations, ie.basketball, dodgeball		Acceleration Speed Force	Playground balls dodgeballs	
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance. Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.						
Combinations of Movement Concepts	8.2.MC1 Demonstrate how movement concepts, principles and game strategies and critical elements of activity-specific movement skills represent skilled performance.	Apply strategies and tactics when playing offense and defense in team sports and game like situations.	3 days	Offense Defense	Soccer Volleyball basketball Goals Cones Spots pinnies	observation
	8.2.MC2 Demonstrate how motor skills and techniques are refined, combined and varied in specialized skilled performance.	Develop more specialized skills through practice in order to perform better in games and activities, through practice and skill stations.	2 days	Reaction Time Practice	Soccer Volleyball Goals Cones Spots pinnies	observation
Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.						
Physical Activity Knowledge and Engagement	8.3.PA1 Evaluate the physical, social and mental/emotional benefits of being physically active.	Describe how being physically active and regularly participating in physical activities leads to better overall health.	1 day	Body composition Cardiovascular endurance Muscular Strength Muscular Endurance	Fitness equipment	observation
	8.3.PA2 Use available technology to self-monitor physical activity and adjust activities based on current fitness level.	Use technology to track and monitor my personal fitness and goals.	1 day	Target Heart Rate Pulse	Select equipment	observation

Physical Fitness Knowledge	8.3.FI1 Apply the FITT principle to prepare a personal workout based on current fitness goals.	Identify the components of the FITT principles (Frequency, Intensity, Time and Type) and how I can apply it to my daily exercise routine.	1 day	Intensity Repetitions FITT Principle	Fitness equipment	discussion
Nutrition	8.3.N1 Describe the relationship between poor nutrition and health risk factors.	(covered in Career Choices curriculum)	1 day	Risk Factors BMI	online	discussion
Stress Management	8.3.SM1 Explain how physical activity helps with stress reduction.	Participate in and try a variety of physical activities and sports that I may enjoy doing for a lifetime and how they can help reduce my stress.	1 day	Lifetime Activity Stress	online	discussion

Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.

Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.

Social Interactions/W orking with Others	8.4.SW1 Accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.	Understand that not everyone has the same skill level or understanding of all games or activities but I can be positive and encouraging to everyone when we play.	1 day	Feedback		observation
Rules and Etiquette	8.4.RE1 Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities.	Understand basic rules of play for a variety of games and activities.	1day	Fair play etiquette	Rules listed	discussion
	8.4.RE2 Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.	Work together as a team to solve problems and resolve conflict.	1day	Problem-solving Cooperation Sportsmanship	Rules listed	Discussion and questioning
Safety	8.4.SA1 Demonstrate	Be safe in the gym and on	1day	Hazards		discussion

	knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.	outdoor play areas while participating in physical activity.		Instability		
Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction. Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.						
Health	8.5.H1 Evaluate how personal physical, emotional/mental and social benefits gained from regular participation in physical activities support the goals of a healthy lifestyle.	Participate in a variety of physical activities at school and on my own that can support my goals of having a healthy lifestyle.	1 day	Physical Fitness Well-being	Fitness equipment Cones Poly spots	observation
Challenge	8.5.C1 Develop a plan of action when faced with individual challenges during physical activities that will contribute to a healthy lifestyle.	Motivate myself to meet my goals when physical activities become challenging.	1 day	Motivation Effort	Fitness equipment Cones stopwatches	Discussion questioning
Self-Expression & Enjoyment	8.5.SE1 Analyze the impact of intrinsic and extrinsic motivation levels when participating in physical activity.	Select activities that I am motivated to do that I would enjoy doing outside of class.	1 day	Intrinsic and extrinsic motivation	Any equipment	discussion
Social Interaction	8.5.SI1 Demonstrate respect for self and others by asking for help and/or helping others in various activities.	Always respect myself, others and our physical education equipment. Do my best and give my best effort while encouraging others. Learned through rules and procedures of class.	1 day	RESPECT	Any equipment	Observation discussion
Advocacy	8.5.A1 Collaborate with others to advocate for individuals, families and schools to be physically active.	Make healthy choices and support a physically active lifestyle for myself and can tell others the benefits.	1 day	Physically Active Lifetime Activities	online	discussion

