

Young Scholars of Western Pennsylvania Charter School

6-8 Health and Physical Education

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The middle school health and physical education program for grades 6-8 is based on one lesson per week over the entire school year. Every objective box indicates the differentiation for each grade level. Students will participate in educational games, cooperative games, fitness activities (Presidential Physical Fitness Test), sports, and health activities. PE lessons are modified based on grade level, and each student's ability to perform the assigned task. Students will also complete journal entries throughout the school year (done in essay form) indicating their understanding of particular health topics that were discussed. Health topics will change yearly to assist the student in ensuring that all appropriate material is taught through their three years in middle school. All lessons/activities are based on the PA State Standards and the PA Core Standards.

- Unit (Timeline)

Introduction Unit (1 week)

Activities / Objectives

- Introduce class, rules, and expectations
- Understanding safety in the Multi-Purpose Room, or on the field
- Explanation and practice of daily warm-up activities
- Issue journals to students, explain the protocol, and assignment deadlines

Resources

- Syllabus
- Journals

Assessment Options

- Participation and Behavior rubric
- Informal class discussion to assess student understanding

PA Standards

10.3. Safety and Injury Prevention

10.3.9.

A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community. • modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) • violence prevention in school • self-protection in the home • self-protection in public places

B. Describe and apply strategies for emergency and long-term management of injuries. • rescue breathing • water rescue • self-care • sport injuries

C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence. • effective negotiation • assertive behavior

D. Analyze the role of individual responsibility for safety during organized group activities.

- Unit (Timeline)

Soccer (2-3 weeks)

Activities / Objectives

Objectives:

6-Students will use the same critical elements as learned in grades 4-5, but apply them in more challenging situations during game play

7-Students will understand how to take those skills learned, and adapt them in modified versions of games, that maximize playing time

8-Students will take turns teaching and demonstrating different areas of the sport to their classmates, to ensure understanding, ability and comprehension

Activities:

-Soccer skill development drills

-World-Cup Soccer

-Game play

Resources

-Cones

-Soccerball

-Pinnies

-Nets

Sports and Recreational Activities 14th edition

Assessment Options

-Participation and Behavior rubric

-Class discussion each day to show comprehension

-Quiz on rules

PA Standards

10.4. Physical Activity

10.4.9.

D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence

F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure

10.5. Concepts, Principles and Strategies of Movement

10.5.9.

A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed

B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)

C. Identify and apply practice strategies for skill improvement.

D. Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set

F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management

- Unit (Timeline)

Health and Wellness (1 week)

Activities / Objectives

- Introduction to topic - Your Total Health
- Understanding student's perspectives
- Students will be able to define their own health
- Class guided activity

Resources

- Text: Glencoe, Teen Health - Course 1 (Teacher Wraparound Edition)
- Website for the Glencoe, Teen Health text

Assessment Options

- Students will create their own personal health triangle. They will highlight each component of the triangle (physical, mental/emotional, and social health), and describe how it directly relates to them. (see p. 6)

PA Standards

10. 1. Concepts of Health

10.1.9.

E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

10.2. Healthful Living

10.2.9.

C. Analyze media health and safety messages and describe their impact on personal health and safety.

D. Analyze and apply a decision-making process to adolescent health and safety issues.

Common Core Standards:

CCSS.ELA-LITERACY.SL.6.1

CCSS.ELA-LITERACY.W.6.2

CCSS.ELA-LITERACY.SL.7.1

CCSS.ELA-LITERACY.W.7.2

CCSS.ELA-LITERACY.SL.8.1

CCSS.ELA-LITERACY.W.8.2

- Unit (Timeline)

Kickball/Matball (2-3 weeks)

Activities / Objectives

Objectives:

6-Students will demonstrate how to work together by communicating appropriately with one another

7-Students will demonstrate proper critical elements during gameplay with kicking and running, while also communicating appropriately with their team.

8-Students will demonstrate proper critical elements during gameplay with kicking and running, while also communicating appropriately with their team, and following all assigned rules and modifications given.

Activities:

-Introduction / Rules

-Gameplay

Resources

-Kickball

-Mats

-Bases

-Arrow bases

Sports and Recreational Activities 14th edition

Assessment Options

- Participation and Behavior rubric
- Daily discussion on rules/positions and the importance of teamwork

PA Standards

10.4. Physical Activity

10.4.9.

- A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.
- B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management
- C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse
- D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence
- E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice
- F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure

- Unit (Timeline)

Healthy Relationships (1 week)

Activities / Objectives

- Introduction to topic - Refusal Skills
- Understanding student's perspectives
- Students will be able to understand how to say "no" while being confronted to do something they are uncomfortable with while with peers.
- Class guided activity

Resources

- Text: Glencoe, Teen Health - Course 1 (Teacher Wraparound Edition)
- Website for the Glencoe, Teen Health text

Assessment Options

Students will understand the S.T.O.P. strategy by creating and performing skits in a group with their classmates. Students will have time to prepare, and then will perform the skit with their group to the class.

PA Standards

10. 1. Concepts of Health

10.1.9.

D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use. • decision-making/refusal skills • situation avoidance • goal setting • professional assistance (e.g., medical, counseling, support groups) • parent involvement

E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

Common Core Standards:

CCSS.ELA-LITERACY.SL.6.1

CCSS.ELA-LITERACY.W.6.2

CCSS.ELA-LITERACY.SL.7.1

CCSS.ELA-LITERACY.W.7.2

CCSS.ELA-LITERACY.SL.8.1

CCSS.ELA-LITERACY.W.8.2

- Unit (Timeline)

Capture the Flag (2-3 weeks)

Activities / Objectives

Objectives:

6-Students will demonstrate how to work together by communicating appropriately with one another

7-Students will demonstrate proper critical elements during gameplay with the non-locomotor and locomotor skills, while also communicating appropriately with their team.

8-Students will demonstrate proper critical elements during gameplay with the non-locomotor and locomotor skills, while also communicating appropriately with their team, and following all assigned rules and modifications given.

Activities:

-Introduction/Rules

-Gameplay

Resources

-Cones

-Hula Hoops

-Pinnies (for flags)

pecentral.org

Assessment Options

-Participation and Behavior rubric

-Discussion each day on the collaboration and teamwork

PA Standards

10.4. Physical Activity

10.4.9.

A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management

C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse

D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence

E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice

F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure

- Unit (Timeline)

Nutrition (1 week)

Activities / Objectives

-Introduction to topic - Your Body's Nutrient Needs

-Understanding student's perspectives

-Class guided activity

Resources

-Text: Glencoe, Teen Health - Course 1 (Teacher Wraparound Edition)

-Website for the Glencoe, Teen Health text

Assessment Options

-Students will write a letter to a younger student in the school, reminding them of the benefit of good nutrition. Included are ways to stay healthy and make good decisions.

PA Standards

10. 1. Concepts of Health

10.1.9.

A. Analyze factors that impact growth and development between adolescence and adulthood. • relationships (e.g., dating, friendships, peer pressure) • interpersonal communication • risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) • abstinence • STD and HIV p

C. Analyze factors that impact nutritional choices of adolescents. • body image • advertising • dietary guidelines • eating disorders • peer influence • athletic goals

Common Core Standards:

CCSS.ELA-LITERACY.SL.6.1

CCSS.ELA-LITERACY.W.6.2

CCSS.ELA-LITERACY.SL.7.1

CCSS.ELA-LITERACY.W.7.2

CCSS.ELA-LITERACY.SL.8.1

CCSS.ELA-LITERACY.W.8.2

- Unit (Timeline)

Handball (2-3 weeks)

Activities / Objectives

Objectives:

6-Students will demonstrate how to work together by communicating appropriately with one another

7-Students will demonstrate proper critical elements during gameplay with throwing, catching, shooting, and running, while also communicating appropriately with their team.

8-Students will demonstrate proper critical elements during gameplay with throwing, catching, shooting, and running while also communicating appropriately with their team, and following all assigned rules and modifications given.

Activities:

-Introduction/Rules

-Game Play

Resources

-Kickball or Gatorball
 -Pinnies
 -Nets
 -Basketball Hoops
 -Tape on floor to mark point areas

pecentral.org

Assessment Options

-Participation and Behavior rubric
 -Class discussion each day to address rules/positions and the importance of teamwork

PA Standards

10.4. Physical Activity

10.4.9.

A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management

C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse

D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence

E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice

F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure

- Unit (Timeline)

Nutrition (1 week)

Activities / Objectives

- Introduction to topic - Making Healthful Food Choices
- Understanding student's perspectives
- Students will discuss as a group, which foods they eat, which foods are healthy choices, and why.
- Class guided activity

Resources

- Text: Glencoe, Teen Health - Course 1 (Teacher Wraparound Edition)
- Website for the Glencoe, Teen Health text

Assessment Options

- A journal entry will be due this week asking students to discuss the foods they ate in the last week. Some students will be asked to read their entry and discuss with the class.
- Students will study food labels on different products, and with their group they will be asked several questions pertaining to the label that they will present to the class.

PA Standards

10. 1. Concepts of Health

10.1.9.

A. Analyze factors that impact growth and development between adolescence and adulthood. • relationships (e.g., dating, friendships, peer pressure) • interpersonal communication • risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) • abstinence • STD and HIV p

C. Analyze factors that impact nutritional choices of adolescents. • body image • advertising • dietary guidelines • eating disorders • peer influence • athletic goals

Common Core Standards:

CCSS.ELA-LITERACY.SL.6.1

CCSS.ELA-LITERACY.W.6.2

CCSS.ELA-LITERACY.SL.7.1

CCSS.ELA-LITERACY.W.7.2

CCSS.ELA-LITERACY.SL.8.1

CCSS.ELA-LITERACY.W.8.2

- Unit (Timeline)

Hockey (2-3 weeks)

Activities / Objectives

Objectives:

6-Students will use the same critical elements as in grades 4-5, but apply them in more challenging situations during game play

7-Students will understand how to take those skills learned, and adapt them in modified versions of games, that maximize playing time

8-Students will take turns teaching and demonstrating different areas of the sport to their classmates, to ensure understanding, ability and comprehension

Activities:

-Drills for skill development

-Game Play

Resources

-Hockey sticks

-Nets

-Pinnies

-Hockey Pucks / Hockey Balls / Gatorballs

Sports and Recreational Activities 14th edition

Assessment Options

-Participation and Behavior rubric

-Class discussion each day with oral questioning to show comprehension

-Quiz on rules

PA Standards

10.5. Concepts, Principles and Strategies of Movement

10.5.9.

A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed

B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)

C. Identify and apply practice strategies for skill improvement.

D. Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set

F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management

- Unit (Timeline)

Personal Health (Medicine) (1 week)

Activities / Objectives

-Introduction to topic - Using Medicine Properly

-Discussion with students on different types of medicines

-Students will view a picture of the medicine label to have a better understanding on what to look for.

Resources

-Text: Glencoe, Teen Health - Course 1 (Teacher Wraparound Edition)

-Website for the Glencoe, Teen Health text

Assessment Options

-Students will research an OTC medicines and present what the items on the label mean

PA Standards

10. 1. Concepts of Health

10.1.9.

D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use. • decision-making/refusal skills • situation avoidance • goal setting • professional assistance (e.g., medical, counseling, support groups) • parent involvement

10.2. Healthful Living

10.2.9.

A. Identify and describe health care products and services that impact adolescent health practices.

Common Core Standards:

CCSS.ELA-LITERACY.SL.6.1

CCSS.ELA-LITERACY.W.6.2

CCSS.ELA-LITERACY.SL.7.1

CCSS.ELA-LITERACY.W.7.2

CCSS.ELA-LITERACY.SL.8.1

CCSS.ELA-LITERACY.W.8.2

• Unit (Timeline)

Basketball (2-3 weeks)

Activities / Objectives

Objectives:
6-Students will use the same critical elements as in grades 4-5, but apply them in more challenging situations during game play
7-Students will understand how to take those skills learned, and adapt them in modified versions of games, that maximize playing time

8-Students will take turns teaching and demonstrating different areas of the sport to their classmates, to ensure understanding, ability and comprehension

Activities:

- Drills for skill development
- Knock out
- Game play

Resources

- Cones
- Basketballs
- Pinnies

Sports and Recreational Activities 14th edition

Assessment Options

- Participation and Behavior rubric
- Class discussion each day to assess students comprehension
- Quiz on rules

PA Standards

10.5. Concepts, Principles and Strategies of Movement

10.5.9.

A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed

B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)

C. Identify and apply practice strategies for skill improvement.

D. Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set

F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management

- Unit (Timeline)

Growth and Development (1 week)

Activities / Objectives

-Introduction to topic - Adolescence: A Time of Change

-Students will read the chapter as a class. Students perspectives, opinions and questions are encouraged during this chapter.

Resources

-Text: Glencoe, Teen Health - Course 1 (Teacher Wraparound Edition)

-Website for the Glencoe, Teen Health text

Assessment Options

-An online quiz form the Glencoe website, or questions from the end of the chapter will be answered in their journals.

PA Standards

10. 1. Concepts of Health

10.1.9.

A. Analyze factors that impact growth and development between adolescence and adulthood. • relationships (e.g., dating, friendships, peer pressure) • interpersonal communication • risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) • abstinence • STD and HIV p

B. Analyze the interdependence existing among the body systems.

Common Core Standards:

CCSS.ELA-LITERACY.SL.6.1

CCSS.ELA-LITERACY.W.6.2

CCSS.ELA-LITERACY.SL.7.1

CCSS.ELA-LITERACY.W.7.2

CCSS.ELA-LITERACY.SL.8.1

CCSS.ELA-LITERACY.W.8.2

- Unit (Timeline)

Volleyball (2-3 weeks)

Activities / Objectives

Objectives:

6-Students will use the same critical elements as in grades 4-5, but apply them in more challenging situations during game play

7-Students will understand how to take those skills learned, and adapt them in modified versions of games, that maximize playing time

8-Students will take turns teaching and demonstrating different areas of the sport to their classmates, to ensure understanding, ability and comprehension

Activities:

-Showerball

-Game Play

Resources

-Net

-Big soft ball

Sports and Recreational Activities 14th edition

Assessment Options

-Participation and Behavior rubric

-Class discussion each day to assess student understanding

PA Standards

10.5. Concepts, Principles and Strategies of Movement

10.5.9.

A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed

B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)

C. Identify and apply practice strategies for skill improvement.

D. Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set

F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management

- Unit (Timeline)

Tobacco (1 week)

Activities / Objectives

-Introduction to topic - Tobacco: A Harmful Drug

-Understanding student's perspectives

-Students will discuss as a group, what tobacco is and why it is bad.

-Class guided activity

Resources

-Text: Glencoe, Teen Health - Course 1 (Teacher Wraparound Edition)

-Website for the Glencoe, Teen Health text

Assessment Options

-Students will research the different cancer-causing chemicals in cigarettes. Students will then draw an outline of a cigarette, and insert the information they find about the cigarettes.

PA Standards

10.2. Healthful Living

10.2.9.

B. Analyze the relationship between health-related information and adolescent consumer choices. • tobacco products • weight control products

C. Analyze media health and safety messages and describe their impact on personal health and safety.

D. Analyze and apply a decision-making process to adolescent health and safety issues.

Common Core Standards:

CCSS.ELA-LITERACY.SL.6.1

CCSS.ELA-LITERACY.W.6.2

CCSS.ELA-LITERACY.SL.7.1

CCSS.ELA-LITERACY.W.7.2

CCSS.ELA-LITERACY.SL.8.1

CCSS.ELA-LITERACY.W.8.2

- Unit (Timeline)

Baseball (2-3 weeks)

Activities / Objectives

Objectives:

6-Students will use the same critical elements as in grades 4-5, but apply them in more challenging situations during game play

7-Students will understand how to take those skills learned, and adapt them in modified versions of games, that maximize playing time

8-Students will take turns teaching and demonstrating different areas of the sport to their classmates, to ensure understanding, ability and comprehension

Activities:

- Introduction to rules
- Game Play

Resources

- Wifle ball bat
- Wifle balls
- bases

Sports and Recreational Activities 14th edition

Assessment Options

- Participation and Behavior rubric
- Class discussion to assess student comprehension
- Quiz on rules

PA Standards

10.5. Concepts, Principles and Strategies of Movement

10.5.9.

- A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed
- B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)
- C. Identify and apply practice strategies for skill improvement.
- D. Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set
- F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management

- Unit (Timeline)

Preventing Diseases (1 week)

Activities / Objectives

- Introduction to chapter - What Causes Diseases?
- Understanding student's perspectives with class discussion

Resources

- Text: Glencoe, Teen Health - Course 1 (Teacher Wraparound Edition)
- Website for the Glencoe, Teen Health text

Assessment Options

- Students will write a paragraph describing one of the pathogens explained in the chapter. This will be added to their journals.

PA Standards

10. 1. Concepts of Health

10.1.9.

A. Analyze factors that impact growth and development between adolescence and adulthood. • relationships (e.g., dating, friendships, peer pressure) • interpersonal communication • risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) • abstinence • STD and HIV prevention • community

E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

Common Core Standards:

CCSS.ELA-LITERACY.SL.6.1

CCSS.ELA-LITERACY.W.6.2

CCSS.ELA-LITERACY.SL.7.1

CCSS.ELA-LITERACY.W.7.2

CCSS.ELA-LITERACY.SL.8.1

CCSS.ELA-LITERACY.W.8.2

- Unit (Timeline)

Fitness- Presidential Physical Fitness Test (2-4 weeks)

Hoops for Heart (1 week)

Activities / Objectives

-Presidential Physical Fitness Test:

- o Push-ups
- o Sit-ups
- o Shuttle Run
- o Flexed Arm Hang
- o Sit and Reach
- o 1/2 Mile Run

During the end of the year, one week is dedicated to Hoops for Heart. Students families have the option to donate to the American Heart Association during Hoops for Heart

Resources

-Mats

-Stop watch

-Tape on floor for shuttle run

-Cones

-Playground set

-Sit and Reach box

heart.org

<https://www.presidentschallenge.org/challenge/physical/>

Assessment Options

-Students times/measurements will be recorded and compared with the national percentile for their age group

PA Standards

10.4. Physical Activity

10.4.9.

A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse