

8th Grade Physical Education Pacing Guide

First Nine Weeks

Unit: Safety, Rules, & Procedures	PEL 4.8.1	Develop an understanding and respect for the decisions made by classmates, game officials, and other authority figures (e.g., officiate a game, lead a team, captain a team, and coach a team)
	PEL 4.8.2	Display preventative tactics associated with dangerous behaviors to prevent negative outcomes during physical activities (e.g., avoiding horseplay)
	PEL 4.8.3	Through verbal and non-verbal behavior, recognize the role of games, sports, and dance in getting to know and understand others of like and different gender, race, ethnicity in a physical activity (e.g., activities with diverse groups, participate on co-ed teams, refrain from put-downs)
	PEL 3.8.3	Understand that crossing the mid-line aids in the development of brain circuits needed for learning:
	HW 10.8.2	Distinguish personal responsibility in making choices affecting individual health and wellness
	HW 10.8.6	Analyze the importance of good hygiene brought about by the physiological changes of puberty
	HW 10.8.11	Review safety procedures for the following: *Traffic *Bus *Fire *Weather *Food handling
	HW 10.8.12	Construct and apply effective emergency procedures to life situations using role playing, skits, or another performance-based method
Unit: Fitness Assessment	PEL 2.8.3	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of cardio-respiratory endurance (e.g., mile run, half-mile run, PACER, heart rate recovery, walk test)
	PEL 2.8.7	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g., push-ups, modified push-ups, pull-ups, bicep strength, grip strength, flexed arm hang)
	PEL 2.8.9	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, grip endurance, push-ups, step-ups)
	PEL 2.8.5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of body composition (e.g., body mass index (BMI), body fat percentage, waist-hip ratio, skin fold assessment)
	PEL 2.8.11	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of flexibility (e.g., v-sit, back-saver sit and reach, trunk lift, shoulder stretch, body rotation)

Unit: Individual, Dual, & Team Activities (Kickball, whiffle ball, softball, flag football, soccer, etc.)	PEL 1.8.1	Evaluate and correct errors of advanced musculoskeletal techniques of movement in a variety of activities (e.g., using video analysis, peer coaching, or observation with a variety of movements such as tennis swings, golf swings, running, shooting a basketball, throwing, etc.)
	PEL 1.8.2	Assess position with relationship to participants and boundaries in a variety of sports (e.g., front line in volleyball, service line in tennis, create a strategy plan for a team in an activity)
	PEL 1.8.4	Refine movement concepts and principles of motor skills to perform the following:
		*Individual activities
		*Dual activities
*Team activities		
	*Recreational activities	
PEL 1.8.5	Evaluate the benefits of individual, dual, team, and recreational sports and activities to create participation opportunities (e.g., personal journal)	
Unit: Mental & Emotional Health	HW 10.8.13	Identify examples of harassment and intimidating behaviors found in media, technology, and peer groups
	HW 10.8.1	Discuss and demonstrate skills necessary to manage mental and emotional health:
		*Defense mechanisms
		* self talk
		*Coping skills
		*Stress management
	HW 10.8.14	Recognize the inappropriate use and consequences of
		*Media
		*Technology
		*Peer groups
	HW 10.8.15	Identify individuals and other sources to help and report abuse: (e.g., counselor, teacher, resource officer)
	HW 10.8.3	Discuss the warning signs of depression and suicidal thoughts
	HW 10.8.4	Identify and practice depression coping strategies
HW 10.8.5	Identify and discuss suicide prevention strategies:	
	*Counseling	
	*Hot-line	
	*Trusted adult	
HW 7.8.3	Analyze the messages of media services that contribute to health information	
HW 8.8.1	Examine how communication skills can prevent bullying, reduce prejudices, and encourage tolerance	

Second Nine Weeks

Unit: Fitness Goal Setting

Unit: Fitness Goal Setting	PEL 2.8.2	Apply the five principles of training using the FITT guidelines to develop a personal fitness plan to improve cardio-respiratory endurance:
		*Overload
		*Progression
		*Specificity
		*Regularity
	*Individuality	
	PEL 2.8.8	Apply the five principles of training using FITT guidelines to develop a personal fitness plan to improve muscular endurance:
		*Overload
		*Progression
		*Specificity
		*Regularity
	*Individuality	
	PEL 2.8.10	Apply the five principles of training using FITT guidelines to develop a personal fitness plan to improve muscular endurance:
		*Overload
		*Progression
		*Specificity
		*Regularity
	*Individuality	
	PEL 2.8.6	Apply the five principles of training using FITT guidelines to develop a personal fitness plan to improve muscular strength:
		*Overload
*Progression		
*Specificity		
*Regularity		
*Individuality		
PEL 2.8.1	Evaluate the benefits resulting from participation in a cardio- respiratory endurance activity	
PEL 3.8.1	Analyze the benefits of participating in regular physical activity to reduce chronic disease risks:	
	*Reduce blood lipids	
	*Lower blood pressure	
	*Improve weight loss	
	*Reduce stress	
	*Lessen colon cancer risk	
*Lesson risk for diabetes		
PEL 2.8.4	Choose personal goals that affect body composition in nutrition and exercise:	
	*Nutrition	
	*Exericse	
	*Physical activity	

Unit: Individual, Dual, & Team Recreational Activities (Dance, volleyball, floor hockey, pickleball, ping pong, washers, baggo, shuffle board, etc.)	PEL 1.8.1	Evaluate and correct errors of advanced musculoskeletal techniques of movement in a variety of activities (e.g., using video analysis, peer coaching, or observation with a variety of movements such as tennis swings, golf swings, running, shooting a basketball, throwing, etc.)
	PEL 1.8.2	Assess position with relationship to participants and boundaries in a variety of sports (e.g., front line in volleyball, service line in tennis, create a strategy plan for a team in an activity)
	PEL 1.8.4	Refine movement concepts and principles of motor skills to perform the following:
		*Individual activities
		*Dual activities
		*Team activities
		*Recreational activities
PEL 1.8.5	Evaluate the benefits of individual, dual, team, and recreational sports and activities to create participation opportunities (e.g., personal journal)	
PEL 1.8.3	Devise and perform specialized dance routines	
Unit: Body Systems, Communicable & Non-communicable Diseases	HW 5.8.2	Identify responsible behaviors and consequences related to physical, social, and emotional changes during adolescence
	HW 5.8.1	Analyze the interaction between the body systems to promote health and wellness (e.g., obesity's impact on specific body systems)
	HW 6.8.1	Describe the importance of early detection in preventing the progression of disease
	HW 7.8.1	Describe various pollutants and how they affect health:
		*Air
		*Smoke
		*Noise
		*Water
		*Soil
	HW 6.8.3	Analyze the physical and social implications of STI, HIV / AIDS (e.g., sterility, self-esteem)
	HW 6.8.4	Review community resources for the testing and treatment of HIV
	HW 6.8.5	Develop avoidance strategies to prevent the spread of HIV and other STI
	HW 8.8.2	Reinforce the importance of abstinence as it relates to sexual behavior
	HW 8.8.3	Evaluate how sexual decisions influence the following:
		*Future
*Family		
*Peers		
*Community		
*Future life mate		
HW 8.8.4	Evaluate how social issues effect sexual decisions:	
	*Peers	
	*Media	
	*Family	
	*Socioeconomic status	

Third Nine Weeks

Unit: Fitness Goal Setting II	PEL 3.8.2	Investigate career opportunities available in the field of sports and recreation
	PEL2.8.2	Apply the five principles of training using the FITT guidelines to develop a personal fitness plan to improve cardio-respiratory endurance:
		*Overload
		*Progression
		*Specificity
		*Regularity
	*Individuality	
	PEL 2.8.4	Choose personal goals that affect body composition in nutrition and exercise:
		*Nutrition
		*Exercise
	PEL 2.8.6	Apply the five principles of training using FITT guidelines to develop a personal fitness plan to improve muscular strength:
		*Overload
		*Progression
		*Specificity
		*Regularity
	*Individuality	
	PEL 2.8.8	Apply the five principles of training using FITT guidelines to develop a personal fitness plan to improve muscular endurance:
	PEL 2.8.10	Apply the five principles of training using FITT guidelines to develop a personal fitness plan to improve muscular endurance:
		*Overload
		*Progression
		*Specificity
		*Regularity
	*Individuality	
	PEL 2.8.11	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of flexibility (e.g., v-sit, back-saver sit and reach, trunk lift, shoulder stretch, body rotation)
*Overload		
*Progression		
*Specificity		
*Regularity		
*Individuality		

	PEL 3.8.1	Analyze the benefits of participating in regular physical activity to reduce chronic disease risks:
		*Reduce blood lipids
		*Lower blood pressure
		*Improve weight loss
		*Reduce stress
		*Lessen colon cancer risk
		*Lesson risk for diabetes
Unit: Dual & Team Recreational Activities (Basketball, pickleball, floor hockey spasketball, recreational games, etc.)	PEL 1.8.4	Refine movement concepts and principles of motor skills to perform the following:
		*Individual activities
		*Dual activities
		*Team activities
	PEL 1.8.2	Assess position with relationship to participants and boundaries in a variety of sports (e.g., front line in volleyball, service line in tennis, create a strategy plan for a team in an activity)
	PEL 1.8.1	Evaluate and correct errors of advanced musculoskeletal techniques of movement in a variety of activities (e.g., using video analysis, peer coaching, or observation with a variety of movements such as tennis swings, golf swings, running, shooting a basketball, throwing, etc.)
PEL 1.8.5	Evaluate the benefits of individual, dual, team, and recreational sports and activities to create participation opportunities (e.g., personal journal)	

Fourth Nine Weeks

Unit: Fitness Assessment II	PEL 2.8.3	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of cardio-respiratory endurance (e.g., mile run, half-mile run, PACER, heart rate recovery, walk test)
	PEL 2.8.7	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g., push-ups, modified push-ups, pull-ups, bicep strength, grip strength, flexed arm hang)
	PEL 2.8.9	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, grip endurance, push-ups, step-ups)
	PEL 2.8.5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of body composition (e.g., body mass index (BMI), body fat percentage, waist-hip ratio, skin fold assessment)
	PEL 2.8.11	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of flexibility (e.g., v-sit, back-saver sit and reach, trunk lift, shoulder stretch, body rotation)
Unit: Individual, Dual, & Team Recreational Activities (Kickball, soccer, flag football, tennis, speedball, softball, etc.)	PEL 1.8.1	Evaluate and correct errors of advanced musculoskeletal techniques of movement in a variety of activities (e.g., using video analysis, peer coaching, or observation with a variety of movements such as tennis swings, golf swings, running, shooting a basketball, throwing, etc.)
	PEL 1.8.2	Assess position with relationship to participants and boundaries in a variety of sports (e.g., front line in volleyball, service line in tennis, create a strategy plan for a team in an activity)
	PEL 1.8.4	Refine movement concepts and principles of motor skills to perform the following:
		*Individual activities
		*Dual activities
*Team activities		
	*Recreational activities	
PEL 1.8.5	Evaluate the benefits of individual, dual, team, and recreational sports and activities to create participation opportunities (e.g., personal journal)	
	HW 10.8.7	Evaluate the process of tooth decay as it relates to nutritional habits
	HW 10.8.8	Evaluate the overall effect of good oral health
	HW 10.8.10	Analyze the risks of oral piercing on oral health
	HW 11.8.1	Analyze factors that influence food choices:
		*Time
		*Cost/availability
		*Culture
		*Location
		*Peers
		*Media
*Family		
	*Body image	

Unit: Nutrition & Oral Health	HW 11.8.2	Develop a personal eating plan and physical activity schedule for weight management (e.g., caloric intake versus caloric expenditure)
	HW 11.8.3	Analyze how nutrients affect risk factors of the following common chronic diseases:
		*Cancer
		*Cardiovascular disease
		*Osteoporosis
		*Type II diabetes
	HW 11.8.4	Analyze a daily nutrition log based on Nutrition Facts Labels
	HW 7.8.2	Compare products for value and quality:
		*Dietary supplements
		*Dining out
		*Misleading claims
		*Recreation services
	HW 11.8.5	Assess one's personal healthy eating plan based on MyPyramid Guidelines (www.mypyramid.gov)
HW 11.8.6	Research causes, symptoms, consequences, and treatments for the three most common eating disorders:	
	*Bulimia	
	*Anorexia nervosa	
	*Binge eating	