

## Middle School OCPE Fall Curriculum Calendar (8<sup>th</sup> Grade)

Week	Dates	Health Topic	Assignment
1	Aug 22-26	<u>CPR</u>	<u>Check for Understanding Questions (CfUQ)</u>
			<u>Nutrition and Activity Journal</u>
			<u>Goal Setting Worksheet</u>
			<u>Written Assignment Grading Rubric (1<sup>st</sup> 6wks)</u>
2	Aug 29- Sep 2	<u>Sportsmanship &amp; Conflict Resolution</u>	<u>CfUQ</u>
3	Sep 5-9	<u>Healthy Eating</u>	<u>CfUQ</u>
4	Sep 12-16	<u>OTC &amp; Prescription Drugs</u>	<u>CfUQ</u>
5	Sep 19-23	<u>Personal Hygiene</u>	<u>CfUQ</u>
6	Sep 26-30	<u>Review Week</u>	<u>1<sup>st</sup> 6 Weeks Exam</u>
7	Oct 3-7	<u>Self Esteem &amp; Body Image</u>	<u>Check for Understanding Questions (CfUQ)</u>
			<u>Nutrition and Activity Journal</u>
			<u>Goal Setting Worksheet</u>
			<u>Written Assignment Grading Rubric (2<sup>nd</sup> 6wks)</u>
8	Oct 10-14	<u>Alcohol &amp; Binge Drinking</u>	<u>CfUQ</u>
9	Oct 17-21	<u>Bullying &amp; Cyberbullying</u>	<u>CfUQ</u>
10	Oct 24-28	<u>Sleep, Rest, &amp; Time Management</u>	<u>CfUQ</u>
11	Oct 31- Nov 4	<u>Hydration, Sugary &amp; Energy Drinks</u>	<u>CfUQ</u>
12	Nov 7-11	<u>Review Week</u>	<u>2<sup>nd</sup> 6 Weeks Exam</u>
13	Nov 14-18	<u>Stress and Stress Management</u>	<u>Check for Understanding Questions (CfUQ)</u>
			<u>Nutrition and Activity Journal</u>
			<u>Goal Setting Worksheet</u>
			<u>Written Assignment Grading Rubric (3<sup>rd</sup> 6wks)</u>
14	Nov 28- Dec 2	<u>Smart Goals</u>	<u>CfUQ</u>
15	Dec 5-9	<u>Depression &amp; Suicide</u>	<u>CfUQ</u>
16	Dec 12-16	<u>Tobacco &amp; Marijuana</u>	<u>CfUQ</u>
17	Dec 19-23	<u>Review Week</u>	<u>3<sup>rd</sup> 6 Weeks Exam</u>

## MS: Weekly Health Topic Sheets Grading Rubric

**Directions: Use the following rubric to determine the grade for each of the health topics.**

Criteria	Outstanding	Above Average	Proficient	Basic	Below Expectations
<b>Critical Thinking</b>	Rich in content; 3-4 complete sentences; insightful evaluations; clear connections made to previous content <b>40 points</b>	Substantial information; 2-3 complete sentences; evidence of connections to topic <b>36 points</b>	Complete information; 1-2 sentences; connected to topic <b>33 points</b>	Basic information; 1-2 word answers; limited connections <b>30 points</b>	Missing information; 1 word answers; no evidence of connection to topic <b>25 points</b>
<b>Personal Reflection</b>	High quality consisting of personal reflections connecting to real life situations using 3-4 complete sentences <b>40 points</b>	Connects ideas to personal experiences using 2-3 complete sentences <b>36 points</b>	Reflects personal experiences; 1 complete sentence <b>32 points</b>	Very little evidence of personal reflection using 1-2 word answers <b>30 points</b>	No evidence of personal reflection; missing information; 1 word answers <b>25 points</b>
<b>Physical Features</b>	No grammatical errors; neatly written or typed <b>20 points</b>	1-2 grammatical errors; neatly written or typed <b>18 points</b>	More than 2 grammatical errors; Neatly written <b>15 points</b>	Quite a few grammatical errors that interfere with content; difficult to read <b>10 points</b>	Many grammatical errors and written in such a way that it is very difficult to read <b>5 points</b>

**MS: WeeklySkill/Participation  
Grading Rubric**

**Directions: Use the following rubric to determine a daily skill/participation grade. All unexcused absences not made up within the same week shall be counted as a "0" (zero).**

<b>Criteria</b>	<b>Outstanding 100 points</b>	<b>Above Average 90 points</b>	<b>Proficient 80 points</b>	<b>Basic 70 points</b>	<b>Below Expectations 55 points</b>
<b>Skill/ Social Development</b>	Student participates confidently, applies movement concepts and principles, and demonstrates positive personal and social skills to the identified physical activity <b>all of the time.</b>	Student participates confidently, applies movement concepts and principles, and demonstrates positive personal and social skills to the identified physical activity <b>most of the time.</b>	Student participates confidently, applies movement concepts and principles, and demonstrates positive personal and social skills to the identified physical activity <b>some of the time.</b>	Student participates confidently, applies movement concepts and principles, and demonstrates positive personal and social skills to the identified physical activity <b>on occasion.</b>	Student does not participate in the identified physical activity <b>when expected.</b>

**Student Written Assignments  
(1<sup>st</sup> 6 Weeks)**

**Name** \_\_\_\_\_

1. Nutrition and Activity Journal \_\_\_\_\_/100 pts total

2. Goal Setting Worksheet \_\_\_\_\_/100 pts total

3. 5 Weekly Topic Sheets with Questions

• Week 1: CPR \_\_\_\_\_/100 pts total

• Week 2: Sportsmanship & Conflict Resolution \_\_\_\_\_/100 pts total

• Week 3: Healthy Eating \_\_\_\_\_/100 pts total

• Week 4: OTC & Prescription Drugs \_\_\_\_\_/100 pts total

• Week 5: Personal Hygiene \_\_\_\_\_/100 pts total

**Written Work Average Grade (Total points divided by 7)** \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**8<sup>th</sup> Grade**

**1<sup>st</sup> 6 Weeks Nutrition and Activity Journal**

This sheet is done once per six weeks but can be done on any week during the grading period.

**Nutrition Goal: (20 pts)**

**Instructions: Record everything you eat and drink in the boxes below for one week. (30pts)**

	Breakfast	Lunch	Dinner	Snacks
MON				
TUES				
WED				
THURS				
FRI				

**Lifestyle Factors for the Week (10 pts)**

Average Hours of Sleep: \_\_\_\_\_ # of Breakfasts: \_\_\_\_\_

Glasses of Water: \_\_\_\_\_ # Sugar Drinks: \_\_\_\_\_

# of Protein Servings \_\_\_\_\_ # of Fruit Servings \_\_\_\_\_

# of Veggie Servings \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Physical Activity and Exercise Goals (FITT): (20 pts)**

**Instructions: Record all physical activities you participate in for one week into the correct boxes below. (30pts)**

	Cardiovascular Endurance Activities	Muscular Strength/Endurance Activities	Flexibility Activities
MON			
TUES			
WED			
THURS			
FRI			

**Lifestyle Factors for the Week (10 pts)**

Trouble Sleeping:  Exercise Fatigue:  Muscle/Joint Pain:

Change in Appetite:  Gained Interest in Exercise:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**8<sup>th</sup> Grade  
Goal Setting Worksheet**

My goals for this 6 weeks are: **(25 Points)**

1.

2.

Start Date: \_\_\_\_\_ Target Completion: \_\_\_\_\_

What will help you reach your goal?  
**(25 Points)**

1.

2.

3.

What are things that will stand in your way?  
**(25 Points)**

1.

2.

3.

How will reaching these goals affect you? **(25 Points)**

## Hands Only CPR

### Definition:

- Hands only CPR consists of pushing hard and fast on the chest at a rate of at least 100 pushes per minute.
- CPR can double or even triple a person's chance of surviving.
- Only 89 percent of people who suffer an out-of-hospital cardiac arrest die because they don't receive immediate CPR from someone on the scene.
- 383,000 out of hospital cardiac arrests each year; 88% of cardiac arrests occur at home
- When a teen or adult suddenly collapses with cardiac arrest, his or her lungs and blood contain enough oxygen to keep vital organs healthy for the first few minutes, AS LONG AS someone provides high-quality chest compressions with minimal interruption to pump blood to the heart and brain! This is why it is no longer necessary to perform rescue breaths during CPR.
- The #1 reason people give for not performing CPR is because **they think they may do it wrong!!**

Cardiac arrest is when the heart malfunctions and suddenly stops beating. When cardiac arrest occurs, the victim collapses and is unresponsive when you tap him and shout. The person stops breathing normally and may be gasping.

### Sudden cardiac arrest is not the same as a heart attack!!

Sudden cardiac arrest occurs when electrical impulses in the heart become rapid or chaotic, which causes the heart to suddenly stop beating. A heart attack occurs when the blood supply to part of the heart muscle is blocked. A heart attack may cause cardiac arrest.

### What can cause cardiac arrest?

- Heart Attack
- Congestive Heart Failure
- Cardiomyopathy
- Blood Clots
- Cancer

### Steps for Hands Only CPR

1. Tap the person and shout, "Are you okay?"
2. Assertively tell someone to call 9-1-1. \*If you are by yourself, call 9-1-1 before starting CPR.
3. Start CPR- (Push hard and fast in the middle of the chest).

- Kneel beside the person.
- Get directly over the top of the person and keep your arms straight to make it easier.
- Put the heel of one hand in the middle of their chest, and put the other hand on top of the first.
- Push down hard (at least 2"). Do not be afraid of pushing hard.
- Let the chest rise back up after each compression.
- Continue compressions at a steady beat ("Staying Alive"= 100 beats per minute).
- Don't stop CPR until help arrives or the person responds.
- If you have help, take turns performing CPR without missing a beat if possible.
- Even if the person is gasping for air in spurts, go ahead and perform CPR.



