

8th Grade Physical Education

Curriculum/Content Area: Physical Education	Course Length: One Year-Every Other Day
Course Title: 8th Grade PE	Date last reviewed: May 2016
Prerequisites: 7th Grade PE	Board approval date: August 16, 2016

Desired Results

Course description and purpose: In Grade 8 Physical Education, students will have the opportunity to participate in physical activities that achieve and maintain a health-enhancing level of physical fitness, encourages goal-setting, and involve more advanced movement forms and continuous active play. The major emphasis of physical education is on life-long fitness development and wellness. Leadership, teamwork, responsibility, inclusion, positive attitudes, and an increased knowledge of physical activity and its effects on the body are emphasized. These activities are divided in 3 primary units: Cooperatives, Fitness Development, and Motor Skills and Movement Patterns.

Enduring Understandings (EUs):	Essential Questions (EQs):
<ol style="list-style-type: none">1. Proficient movement skills provide competency in all physical activities.2. There are necessary psychological and physical skills that will help support continued lifetime physical fitness.3. Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness.4. Demonstrating responsible and respectful behavior promotes positive personal and social success.5. Everyone benefits from collaboratively working towards improved health and wellness6. Physical activity promotes social, emotional, and physical well being of self and the community.	<ol style="list-style-type: none">1. How will practicing skills improve my physical performance?2. Why should I be physically active?3. How will physical activity make me a healthy person?4. How does participating in a variety of physical activities keep me healthy?5. Why is it important to be respectful of others and our differences?6. How will physical activity help me emotionally and socially?

Assessment Evidence

Performance assessments are regularly used throughout instruction. These assessments include the use of a daily physical education rubric, as well as written and skill assessments.	Other assessments may include classroom formative and summative assessments aligned to learning targets and standards and assessed with a common rubric.
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Unit Title : Cooperatives
<p>A.Cooperative Games and Challenges Students will develop more advanced problem solving skills, teamwork, and communication through social and peer interaction. Students will participate in a variety of cooperative games and challenges. They may include: Team Challenges , Low Organized Games, Chasing and Fleeing Games, Tag Games, Soccer, Ultimate Football/Frisbee, Basketball, Volleyball, Tennis, Golf, Floor Hockey, Badminton, or Pickleball.</p>
Standards:
<p>WI.PE.Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <ul style="list-style-type: none"> A. Achieves skill development in modified sport, dance, gymnastics, and outdoor activities. B. Applies skills application to successful use of skills and sports tactics. <p>WI.PE.Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <ul style="list-style-type: none"> A. Applies cognitive understanding and application to skill development: Principles of practice, critical elements of skills, and error correction. B. Applies cognitive understanding and application to game play as it relates to strategies and tactics. <p>WI.PE.Standard 3: Participates regularly in physical activity.</p> <ul style="list-style-type: none"> A. Plans for physical based on personal goals and interests. B. Participates regularly in moderate to vigorous physical activity in and out of school. <p>WI.PE.Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <ul style="list-style-type: none"> A. Chooses to be physically active. B. Manages healthy physical activity. <p>WI.PE.Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>

- A. Develops personal responsibility.
- B. Develops social responsibility.

WI.PE.Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- A. Values the benefits of physical activity physically, mentally, emotionally, and socially.

Learning Targets:

I can identify and critique problems by analyzing cause/effect in a physical setting.
I can apply cognitive understanding/application and explain it to game play as it relates to strategies and tactics.
I can demonstrate safe practices, responsible personal and social behavior, follow rules, etiquette, cooperation, ethical behavior, and positive social interactions with peers and adults.
I can demonstrate advanced problem solving skills, communication through social and peer interaction in physical settings.
I can demonstrate tolerance supported with inclusion that models social/emotional skills needed for lifelong acceptance of others.

Unit Title : Fitness Development

A. Fitness Assessment

Students will participate in a variety of assessments to evaluate their current level of fitness. Students will engage in different forms of fitness assessments. These may include FITNESSGRAM and fitness apps.

B. Group Fitness

Students will be participating in a variety of moderate to vigorous activities that challenge themselves to improve their overall fitness in a group setting. These activities may include fitness videos, interval training, stations, aerobics, resistance training, cardiovascular training, and group fitness challenges.

C. Cardiovascular Training

Students will participate in a variety of moderate to vigorous activities that challenge students to improve their overall fitness. These activities may include soccer, Ultimate Frisbee, Speedball, Floor Hockey, and fitness equipment.

D. Technology

Students will utilize fitness technology and its benefit in fitness development. Students will be using a variety of technology forms in PE. These may include: pedometers, heart rate monitors, and fitness apps.

Standards:

WI.PE.Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- A. Achieves skill development in modified sport, dance, gymnastics, and outdoor activities.
- B. Applies skills application to successful use of skills and sports tactics.

WI.PE.Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- A. Applies cognitive understanding and application to skill development: Principles of practice, critical elements of skills, and error correction.
- B. Applies cognitive understanding and application to game play as it relates to strategies and tactics.

WI.PE.Standard 3: Participates regularly in physical activity.

- A. Plans for physical based on personal goals and interests.
- B. Participates regularly in moderate to vigorous physical activity in and out of school.

WI.PE.Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

- A. Chooses to be physically active.
- B. Manages healthy physical activity.

WI.PE.Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A. Develops personal responsibility.
- B. Develops social responsibility.

WI.PE.Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- A. Values the benefits of physical activity physically, mentally, emotionally, and socially.

WI.Health.Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- A. Identify additional steps to setting and achieving realistic health goals.
- B. Apply goal-setting skills to various health-related situations.

Learning Targets:

I can identify how the exercise principles of overload, progression, and specificity relate to exercise.

I can explain and demonstrate that participating in a wide variety of physical activities promotes personal health and wellness.

I can design and implement an Individualized Activity Plan to enhance my fitness level.

I can acquire and execute knowledge of fitness components (FITT Principle) for overall fitness and wellness.

I can interpret information, feedback, evaluation, and self assessments in order to improve

performance.

I can demonstrate safe practices, procedures, and follow directions in all physical education settings.

Digital Tools that can augment the learning experience for students: Fitnessgram, Fitness Apps, Heart Rate Monitors

Unit Title: Motor Skills and Movement Patterns

A. Body Management

Students will focus on recognizing and staying within the physical boundaries as well as identifying their own personal space of the activity area. Students will be involved in a variety of activities that include sport specific activities, tag games and fitness testing

B. Manipulatives

Students will identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

C. Sport Lead Up Games

Students will participate in sport specific games and activities that support body and spatial awareness during play. Students will be involved in a variety of activities. They may include tag games, group challenges or lead ups to activities

D. Chasing and Fleeing

Students will become proficient movers who can utilize the strategies of readiness, balance, and positioning while applying space awareness concepts. Students will be engaged in a wide variety of activities that focus on chasing and fleeing. They may include different forms of tag games and sport-specific activities such as Ultimate Football, Invasion activities and Dodging and Fleeing.

Standards:

WI.PE.Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- A. Achieves skill development in modified sport, dance, gymnastics, and outdoor activities.
- B. Applies skills application to successful use of skills and sports tactics.

WI.PE.Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- A. Applies cognitive understanding and application to skill development: Principles of practice, critical elements of skills, and error correction.
- B. Applies cognitive understanding and application to game play as it relates to

strategies and tactics.

WI.PE.Standard 3: Participates regularly in physical activity.

- A. Plans for physical based on personal goals and interests.
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WI.PE.Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

- A. Chooses to be physically active.
- B. Manages healthy physical activity.

WI.PE.Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A. Develops personal responsibility.
- B. Develops social responsibility.

WI.PE.Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- A. Values the benefits of physical activity physically, mentally, emotionally, and socially.

Learning Targets:

I can demonstrate advanced specialized skills and apply tactically in complex environments in combination with other skills.

I can apply cognitive understanding to analyze and improve motor skills, patterns, and performance.

I can identify and describe key elements in the mature performance of skills learned in one activity may be applied in another.

I can demonstrate safe practices, boundaries, personal space, speed, pathways, and control effectively in complex group/individual activities.

I can design and perform appropriate practice procedures to learn/master skills and movement patterns.