

Grade 8 Physical and Health Education

Units of Study

UNIT 1:	"360 AFTERBURNER" (FITNESS)	Duration: 7 Weeks (16 hours)
<ul style="list-style-type: none"> • Concepts: Development, Balance, Choice • Subject Specific Skills: Students will measure fitness levels, identify areas to improve, set goals, develop and execute a 3-week circuit training plan, outline and explain the effectiveness of the plan. • Learning Experiences: In this unit, students design a circuit plan to improve their fitness and health. Through research they design a 3-week training program using SPORRT/FITT principles. Modifications will follow as the students progress through the plan, ending with an evaluation of the plan's effectiveness. 		
UNIT 2:	"AMERICA'S CUP SAILING" (AQUATICS)	Duration: 7 Weeks (16 hours)
<ul style="list-style-type: none"> • Concepts: Relationships, Environment, Adaptation • Subject Specific Skills: Students will develop their knowledge in sailing, demonstrate sailing concepts and skills, and learn to navigate courses to sail. • Learning Experiences: In this unit, students will learn how to operate a sailboat, and obtain a Royal Yachting Association, Stage 1 certificate. They will describe, apply and demonstrate a range of strategies and concepts associated with sailing. 		
UNIT 3:	"WAX ON, WAX OFF" (MOVEMENT)	Duration: 7 Weeks (16 hours)
<ul style="list-style-type: none"> • Concepts: Creativity, Choice • Subject Specific Skills: Students will select, collaborate, plan and organise movements into a sequence. They will then perform, review and reflect on the performance of this sequence and the effectiveness of the plan. • Learning Experiences: In this unit, students will develop a martial arts inspired movement sequence. The students will apply movement concepts and different styles of martial arts to express creativity in small groups. 		
UNIT 4:	"SMASH IT" (WORLD SPORTS)	Duration: 7 Weeks (16 hours)
<ul style="list-style-type: none"> • Concepts: Change, Movement, Energy • Subject Specific Skills: Students will develop their skills and techniques in Badminton. They will work collaboratively with a partner and establish offense/defense movement strategies. • Learning Experiences: In this unit, students will develop their badminton skills. Students will focus on footwork, positioning, hitting and offensive/defensive strategies and communication skills to improve their team performance. 		

Grade 8 Physical and Health Education

Unit 1: “360 Afterburner” Fitness

Duration: 7 Weeks (16 hours)

LEARNING EXPERIENCES: In this unit, students will build upon their knowledge of the principles of training to create a circuit plan to improve their fitness and health. They will collect and analyze data, research fitness exercises that will be used to construct a three-week training program. Following the practice sessions, students will analyze their performance, modify the plan and evaluate the effectiveness of their plan. The plan will also allow them to gauge their organization, performance and motivation throughout the unit.

KEY CONCEPT:
Development

Related Concepts / Subject Specific:

Balance, Choice/Methods and principles of training

STATEMENT OF INQUIRY:

Understanding methods and principles of training will provide opportunities to develop well-being.

INQUIRY QUESTIONS:

Factual:

What aspects of training need to be considered when planning a fitness circuit?

Conceptual:

How does one get motivated to get fit?

Debatable:

Is training for aerobic sports more difficult than anaerobic?

**OBJECTIVES AND
ASSESSMENT CRITERIA:**

**A: Knowing and
Understanding**

- i. describe physical health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology consistently and effectively to communicate understanding

**B: Planning for
Performance**

- i. outlines goals to enhance performance
- ii. design and explain a plan for improving physical performance and health

**D: Reflecting and
improving
performance**

- ii. explain the effectiveness of a plan based on the outcome

ATLs:

Self-management
Research

RESOURCES:

- iMuscle 2 app FitTest app
- Gym Equipment
- Training Session Template

SUMMATIVE ASSESSMENT TASKS:

1. Demonstration of fitness knowledge and understanding throughout the summative task
2. Goal setting; fitness research; design a circuit training plan; perform plan; explain the effectiveness of the training plan

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Unit 2: “America’s Cup Sailing”(Aquatics)

Duration: 7 Week (16 hours)

LEARNING EXPERIENCES: In this unit, students will learn how to operate a sailboat, and obtain a Royal Yachting Association, Stage 1 certificate. At South Beach, students will learn to tack, gybe, and anticipate wind direction to navigate the designated course successfully. They will develop communication and leadership skills as they work collaboratively in small groups to be effective sailors.

KEY CONCEPT: Relationships

Related Concepts / Subject Specific:
Environment, Adaptation

STATEMENT OF INQUIRY:

Technology controls our relationship with the changing environment.

INQUIRY QUESTIONS:

Factual:

Do different classes of boat travel at the same speed?

Conceptual:

How does wind direction and speed impact our decisions about how to control our boat?

Debatable:

Is tacking or gybing more effective in maintaining boat speed?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: A Knowing and Understanding

- i. describe physical health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology consistently and effectively to communicate understanding.

C: Applying and Performing

- i. demonstrate and apply a range of skills and techniques
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. outline and apply information to perform effectively.

ATLs:

Social
Communication

RESOURCES:

- South Beach equipment
- Video resources

SUMMATIVE ASSESSMENT TASKS:

1. Written test of sailing knowledge and concepts
2. Sailing performance in The KAUST School Sailing Regatta

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Unit 3: “Wax on Wax Off” (Movement)

Duration: 7 Weeks (16 hours)

LEARNING EXPERIENCES: In this unit, students will develop a movement sequence expressed through the martial arts to improve physical performance and health. Through their understanding of different martial arts styles and techniques, students will collaborate, plan and research specific movements to express control and creativity in their sequence.

KEY CONCEPT: Creativity

Related Concepts / Subject Specific:
Choice/Movement concepts

STATEMENT OF INQUIRY:

Different movements offer choice to express creativity.

INQUIRY QUESTIONS:

Factual:

Why are martial arts movements so controlled?

Conceptual:

How can I adapt martial arts movements to express myself?

Debatable:

Are all martial arts aggressive?

**OBJECTIVES AND
ASSESSMENT CRITERIA:**

B: Planning for
Performance

- i. outlines goals to enhance performance
- ii. design and explain a plan for improving physical performance and health

C: Applying and
Performing

- i. demonstrate and apply a range of skills and techniques
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. outline and apply information to perform effectively.

D: Reflecting and
Improving
Performance

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. explain the effectiveness of a plan based on the outcome
- iii. explain and evaluate performance

ATLs:

Self Management
Thinking

RESOURCES:

- Classroom resources (movement cards, mats)
- Video resources

SUMMATIVE ASSESSMENT TASKS:

1. Video performance, create plan to improve based on movement concepts, evaluate effectiveness of the plan
2. Martial arts conflict movement sequence performance

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Unit 4: “Smash it” (World Sports)

Duration: 7 Weeks (16 hours)

LEARNING EXPERIENCES: In this unit, students will learn and improve their physical skills to play badminton. They will focus on footwork, positioning on the court, and general hitting techniques. The students will also become versed in offense and defensive strategies to employ during a doubles game. Along with their physical skills in badminton, the students will develop and improve their interpersonal skills by collaborating and communicating which movement concepts to perform to be effective in their game play.

KEY CONCEPT: Change

Related Concepts / Subject Specific:

Movement, Energy

STATEMENT OF INQUIRY:

Development of understanding can impact the success of your performance.

INQUIRY QUESTIONS:

Factual:

How does court positioning affect net game results?

Conceptual:

How does one adjust their approach to an attack in the different net games?

Debatable:

Does mastery in one net game reflect ability in another?

OBJECTIVES AND ASSESSMENT CRITERIA:

C: Applying and Performing

- i. demonstrate and apply a range of skills and techniques
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. outline and apply information to perform effectively.

D: Reflecting and Improving Performance

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. explain the effectiveness of a plan based on the outcome
- lii. explain and evaluate performance

ATLs:

Social
Communication
Thinking

RESOURCES:

- Sportplan
- Video resources
- iPad Apps - SloPro
- Google Photos for formative feedback

SUMMATIVE ASSESSMENT TASKS:

1. Doubles Badminton performance
2. Reflection on performance