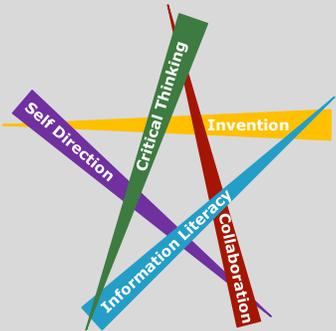


**Curriculum Development Course at a Glance  
Planning for 8<sup>th</sup> Grade Physical Education**

<b>Content Area</b>	Physical Education	<b>Grade Level</b>	8 <sup>th</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. Movement Competence and Understanding	1. Demonstrate knowledge of principles and concepts for effective rhythmic motor development	PE09-GR.8-S.1-GLE.1	
	2. Understand and apply game strategies to physical activities and sports	PE09-GR.8-S.1-GLE.2	
2. Physical and Personal Wellness	1. Identify the personal, physiological, and fitness benefits of participating in a variety of physical activities	PE09-GR.8-S.2-GLE.1	
	2. Identify preferences for lifetime physical activity	PE09-GR.8-S.2-GLE.2	
	3. Determine one's responsibility for developing skills, acquiring knowledge, and achieving fitness	PE09-GR.8-S.2-GLE.3	
<p align="center"><b>Colorado 21<sup>st</sup> Century Skills</b></p>  <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>			
<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>		<b>Unit Number/Sequence</b>
Fit for Life	3 Weeks/Q	6-8 Weeks/Sem	1
Game Strategy	3 Weeks/Q	4-6 Weeks/Sem	2
Rhythmic Movement	2 Weeks/Q	2-4Weeks/Sem	3

<b>Unit Title</b>	Fit for Life		<b>Length of Unit</b>	3 Weeks/Quarter	6-8 Weeks/Semester
<b>Focusing Lens(es)</b>	Fitness	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.8-S.2-GLE.1 PE09-GR.8-S.2-GLE.2 PE09-GR.8-S.2-GLE.3		
<b>Depth of Knowledge (Inquiry Questions/Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What component of health related fitness is most important? Why? (PE09-GR.8-S.2-GLE.2-EO.b; IQ.1)</li> <li>• How does one's age, community and friends affect the choices about participating in physical activities? (PE09-GR.8-S.2-GLE.3-EO.b; IQ.1)</li> <li>• If you were the editor of a fitness magazine for teenagers, what headlines would you include on your cover page? What hot topics would you include in the magazine? (PE09-GR.8-S.2-GLE.3-EO.b,e; IQ.3)</li> <li>• What recreational activities do you and your family participate in weekly, and where do you go to participate? (PE09-GR.8-S.2-GLE.2-EO.a,b; IQ.2)</li> <li>• Which is more important – good nutrition or adequate sleep? Why? (PE09-GR.8-S.2-GLE.1-EO.a,b; IQ.4)</li> </ul>				
<b>Physical Education Standards Addressed</b>	<ul style="list-style-type: none"> <li>• Physical and Personal Wellness - Standard 2</li> </ul>				
<b>Concepts</b>	Knowledge, Participation, Documentation, Application, Personal Wellness, Identification, Performance				

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
By creating a personal fitness plan, they can positively increase their performance and personal wellness	What are three things that should be part of a personal fitness plan?	Is a person more likely to work towards a physical fitness goal if it is written down? Why?
Identifying the components of health related fitness and applying appropriate practices can improve your health and wellness.	What are two appropriate practices that should be utilized when trying to improve the five areas of health related fitness?	If a person does not apply appropriate practices to their training, will it have a negative overall effect of them? Explain.
Documentation of a person's physical activity routines can aid in greater participation in those, and other activities that can improve your overall health and wellness	What are four items that can be documented in a person's physical activity log?	Does having a partner/friend/family member that works out with you and helps monitor you, make it easier or harder to continue with your daily plan? Why?

**Evidence Outcomes (Key Skills):****My students will be able to (Do)...**

- Plan and Implement an extended personal physical fitness plan in collaboration with an instructor (PE09-GR.8-S.2-GLE.1-EO.a)
- Explain the relationship among physical activity, nutrition, adequate rest, and sleep and weight management (PE09-GR.8-S.2-GLE.1-EO.b)
- Participate in a variety of physical activities at a moderate to vigorous level when conditions are atypical to the geographical area (PE09-GR.8-S.2-GLE.1-EO.c) and (PE09-GR.8-S.2-GLE.2-EO.a)
- Match personal preferences in physical activities with each of the five components of health related physical fitness and design and participate in activities that will improve all five components (PE09-GR.8-S.2-GLE.2-EO.b) and (PE09-GR.8-S.2-GLE.3-EO.e)
- Create an individual physical activity portfolio which includes identifying reasons for choosing the particular activity and reflect on how this activity may differ based on your age (PE09-GR.8-S.2-GLE.3-EO.a)
- Set realistic fitness goals and strive to attain them through participation in activities of individual choosing (PE09-GR.8-S.3-GLE.1-EO.b)
- Maintain a physical activity log for an extended period accumulating data of activities done and time participated in, and progress toward personal fitness goals (PE09-GR.8-S.3-GLE.1-EO.c,d)

**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

**Physical Education Objective/Learning Target:**

choose a variety of physical fitness activities that are enjoyable and can improve his/her overall health related fitness.

## The Student Will.....

**Academic Vocabulary:**

Plan, Implement, Explain, Relationship, Participate, Geographical, Match, Create, Identify, Reflection, Strive, Maintain, Accumulate, Design

**Technical Vocabulary:**

Physical Fitness Plan, Nutrition, Physical Activity, Weight Management, Recreational Activities, Individual Physical Activity Portfolio, flexibility, core strength, participation, activity log, moderate, vigorous, health-related fitness

**Instructional Resources:**

SPARK – 6-8 – Fitness: Page 19, 29, 41, 43, 45, 47; Jump Rope: Page 7; Track & Field: page 19, 21, 23  
 SPARKfolio – 6-8 – Fitness: Skill Cards, Create an Aerobic Capacity Routine Task Card, Create a Muscular Strength & Endurance Routine Task Card, Body Composition Bingo Task Card, Sample Mac & Cheese Nutrition Label Task Card; Jump Rope: Individual Tricks Skill Cards, Create a Routine Task Card; Track & Field: Distance Running Skill Card  
 TPSR: Goal Setting and Class Contracts Page 74-80; Levels of Responsibility Page 21, 34, 43

**Appendix 8**

- PE Workout Plan – 8-1
- Active Homework Assignment – 8 - 2
- Fitness Room Plans and Criteria -8 -3
- Fitness Room Self-Assessment – 8 - 4

<b>Unit Title</b>	Game Strategy & Application		<b>Length of Unit</b>	3 Weeks/Quarter	4-6 Weeks/Semester
<b>Focusing Lens(es)</b>	Game Strategy	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.8-S.1-GLE-1 PE09-GR.8-S.1-GLE-2		
<b>Depth of Knowledge (Inquiry Questions/Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>To what extent does strategy influence performance in competitive games and activities? (PE09-GR.8-S.1-GLE.2-EO.a; IQ.3)</li> <li>Is it better to have a strong offense or a strong defense? Why? (PE09-GR.8-S.1-GLE.2-EO.a,c; IQ.1)</li> </ul>				
<b>Physical Education Standards Addressed</b>	<ul style="list-style-type: none"> <li>Movement Competence and Understanding - Standard 1</li> </ul>				
<b>Concepts</b>	Knowledge, Application, Strategy, Cooperation, Teamwork				

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Being able to apply different strategies in a game can lead to greater success	What are three games that share the same strategies?	Why would you want to have multiple strategies when participating in a team sport?
Knowledge from previous games can transfer to new games	Name four games that would be considered as lead-up games.	Why is it important to have lead-up games?
When playing a team game, it takes cooperation and teamwork to become successful	List two ways, besides score, that a team can be successful.	How is success measured?

**Evidence Outcomes (Key Skills):****My students will be able to (Do)...**

- Explain the bio-mechanical principles use in performing various manipulative skills. (PE09-GR.8-S.1-GLE.1-EO.e)
- Demonstrate, diagram, explain, and justify offensive and defensive skills and strategies in games and sports including net/wall, target, invasion, and fielding/run scoring games. (PE09-GR.8-S.1-GLE.2-EO.a,c)
- Apply locomotor, non-locomotor, and manipulative skills to games and sports. (PE09-GR.8-S.1-GLE.2-EO.b)
- Develop and teach a game that incorporates designated offensive and defensive space, a penalty system, and a scoring system. (PE09-GR.8-S.1-GLE.2-EO.e)

**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”***Physical Education Objective/Learning Target:****The Student Will.....**

Explain and justify a variety of offensive and defensive skills and strategies along with creating a game that involves offense, defense, penalties, and scoring.

**Academic Vocabulary:**

Explain, Demonstrate, Apply, Diagram, Justify, Develop, Teach

**Technical Vocabulary:**

Bio-Mechanical Principles, Manipulative Skills, Offensive Skills, Defensive Skills, Locomotor, Non-Locomotor, Manipulative Skills, Offensive Strategy, Defensive Strategy, Offensive Space, Defensive Space, Penalty System, Scoring System

**Instructional Resources:**

SPARK – 6-8 – Basketball: Page 9, 10, 17, 18, 39; Flying Disc: Page 21, 25, 27; Football: Page 23; Hockey: Page 5, 17, 29; Racquets and Paddles: Page 11, 23, 25; Soccer: Page 29; Softball: Page 25

Teaching Sport Concepts and Skills: Page 509-524, Page 31, Chapters 4-14

Complete Guide to Sport Education: Chapter 6

**Assessments:**

- Net/ Wall -Game Strategy Scenario One – 8 -5
- Invasion- Game Strategy Scenario Three -8 - 6
- Student Created Games – 8 -7
- Game Strategy Written Test -8 - 8

<b>Unit Title</b>	Rhythmic Movement		<b>Length of Unit</b>	2 Weeks/Quarter	2-4 Weeks/Semester
<b>Focusing Lens(es)</b>	Rhythms	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.8-S.1-GLE-1 PE09-GR.8-S.1-GLE-2		
<b>Depth of Knowledge (Inquiry Questions/Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>Which sports would be easiest and hardest to integrate into a movement routine and why? (PE09-GR.8-S.1-GLE.1-EO.a,d,f; IQ.1)</li> <li>What are activities and sports in which balance and body rotation are integral for success? (PE09-GR.8-S.1-GLE.1-EO.a,b;; IQ.2)</li> <li>How can body type such as a gymnast's small body affect success in certain sports? (PE09-GR.8-S.1-GLE.1-EO.g; IQ.4)</li> <li>Under which conditions could the transfer of skills be detrimental? (PE09-GR.8-S.1-GLE.1-EO.d,e,f; IQ.3)</li> </ul>				
<b>Physical Education Standards Addressed</b>	<ul style="list-style-type: none"> <li>Movement Competence and Understanding - Standard 1</li> </ul>				
<b>Concepts</b>	Knowledge, Application, Demonstration, Identification, Perform, Routines, Spatial Awareness, Creativity, Knowledge, Application, Identification, Performance				

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Performing routines with multiple movement patterns shows a greater knowledge and mastery level of the skills required to perform them.	What is a component of health related fitness that is important in the creation of a successful and sustained rhythmic routine?	What are difficulties of performing a routine that requires multiple skills to be put together?
Performing a creative rhythmic routine with equipment safely, requires spatial awareness.	What are three factors of spatial awareness that must be considered when performing a rhythmic routine?	How can creating a rhythmic routine help your performance in other activities?
Knowledge of skills from previous activities and sports can be applied to new games and activities that require greater depth of knowledge.	What are three skills required to play basketball, team handball, and soccer?	Does it make it easier to learn a new activity when you have previous knowledge of the skills required? Explain.
Identification of skill-related fitness components can aid in a person's performance if they analyze and apply the skills needed.	Name three skill-related fitness components that are essential to success in any sport or activity.	Can you be a successful athlete without being proficient in the six areas of skill related fitness? Explain.

**Evidence Outcomes (Key Skills):****My students will be able to (Do)...**

- Create, develop and refine a movement routine (i.e., dance/gymnastic) that has various motor skill patterns, and is based on self generated themes and self selected music (PE09-GR.8-S.1-GLE.1-EO.a,c)
- Create and perform a timed routine using rotational, balancing and supporting skills ((PE09-GR.8-S.1-GLE.1-EO.b)
- Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance (PE09-GR.8-S.1-GLE.1-EO.h)
- Integrate, describe, and demonstrate how movement skills learned in one physical activity or subject area can be transferred and used to help learn another physical activity. (PE09-GR.8-S.1-GLE.1-EO.d,f)
- Identify relevant bio-mechanical principles such as force production, compactness, spin or rebound, and rotation and their importance of a variety of activities. (PE09-GR.8-S.1-GLE.2-EO.d)
- Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities. (PE09-GR.8-S.1-GLE.1-EO.g)

**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”***Physical Education Objective/Learning Target:**

be able to develop and perform a combined motor skill routine with patterns to meet various themes.

**The Student Will.....****Academic Vocabulary:**

Create, Perform, Develop, Refine, Identify, Integrate, Describe, Demonstrate, Identify, Explain, Affects

**Technical Vocabulary:**

Motor Skill Patterns, Gymnastics, Dance Routine, Timed Routine, Rotational, Balancing, Skills, Movement Routines, Highly Skilled Performance, Movement Activity, Routine, Bio-Mechanical Principles, Force Production, Compactness, Spin, Rebound, Rotation, Developmentally Appropriate

**Instructional Resources:**

**SPARK – 6-8 – Fitness: Page 19; Dance: Page 17, 23, 31, 45, 63; Stunts & Tumbling: Page 5**  
**SPARKfolio – 6-8 – Fitness: Create an Aerobic Capacity Routine Task Card; Jump Rope: Create a Routine Task Card; Dance: Rev up the Electric Slide Task Card, Create a Poco Loco Task Card, Create a Hip-Hop Routine Task Card; Stunts & Tumbling: Create a Routine Task Card**  
**TPSR: Goal Setting and Class Contracts Page 74-80**  
**SPARKFolio Dance: Dance Performance Rubric**  
**SPARKFolio Dance: Peer Coaching**  
**SPARKFolio Dance: Rev Up The Electric Slide**

**Appendix 8**

- Tininkling Assessment – 8- 9
- Rhythms Written Test -8 10

