

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

8th Grade Physical Education

DATE: April 2008

SUBJECT AREA: Physical Education

COURSE TITLE: 8th Grade Physical Education

COURSE LENGTH: One Year

PROPOSED GRADE LEVEL(s): 8

NUMBER OF CREDITS: Not Applicable

GRADING: A-F

PREREQUISITES: None

BRIEF COURSE DESCRIPTION:

Physical education is an integral part of the education program for all students. It teaches students how their bodies move and how to perform a variety of physical activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle. The discipline also provides learning experiences that meet the developmental needs of students. With high-quality physical education instruction, students become confident, independent, self-controlled, and resilient; develop positive social skills; set and strive for personal, achievable goals; learn to assume leadership; cooperate with others; accept responsibility for their own behavior; and, ultimately, improve their academic performance.

GENERAL GOALS/PURPOSES:

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

STUDENT READING COMPONENT:

Students will:

- Read unit specific syllabus identifying rules, history, and terminology
- Read assignments related to health and sport issues
- Read and take written tests

STUDENT WRITING COMPONENT:

Students will:

- Take written tests
- Complete writing assignments assessing understanding of reading material

STUDENT ORAL COMPONENT:

Students will:

- Utilize oral communication skills while participating in-group activities that foster positive responsible personal and social behaviors.
- Participate in daily class discussions

LAB FEE, IF REQUIRED: None

DETAILED UNITS OF INSTRUCTION:

Content areas may vary by school site due to facilities and scheduling. Additionally, timing of units taught is dependent on weather, equipment and facilities.

- Course offerings for sixth grade students may include lead-up games to team sports such as: flag football, volleyball, basketball, soccer, softball, speedball, lacrosse, hockey, Frisbee, disc golf, over-the-line and team handball. Racket sports offered may include tennis, badminton, speedminton, Pickle ball, and paddle ball. Additionally, individualized units of instruction may include dance, yoga, cooperative games, Martial Arts, self-defense, wrestling, gymnastics/tumbling, track and field, jump rope, weight training, aerobics, first aid, health and nutrition.
- The President's Challenge and Fitnessgram are fitness tests that may be used to determine the fitness level and health level of students.
- Course offerings may vary by school site due to facilities and scheduling.
- Differentiation of units of instruction is delineated in the standards.

Each student will experience a minimum of one activity from each content area.

1. Dynamic Health

- a.
- b.

2. Mechanics of Body Movement

- a.
- b.

3. Aquatics

- a.
- b.

4. Gymnastics and Tumbling

- a.
- b.

5. Individual and Dual Sports

- a.
- b.

6. Rhythms and Dance

- a.
- b.

7. Team Sports

- a.
- b.

8. Combatives

- a.
- b.

Movement Skills and Movement Knowledge

STANDARD 1

Rhythmic Skills

- 1.1 Identify and demonstrate square dance steps, positions, and patterns set to music.

- 1.2 Create and perform a square dance.

Combinations of Movement Patterns and Skills

- 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.
- 1.4 Apply loco motor, non loco motor, and manipulative skills to team physical activities.
- 1.5 Demonstrate fundamental gymnastic/tumbling skills
- 1.6 Create and perform a routine using fundamental gymnastic/tumbling skills, loco motor and non loco motor movement patterns, and the elements of speed, direction, and level.

STANDARD 2

- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- 2.2 Explain the rotation principles used in performing various manipulative skills.
- 2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.

Combination of Movement Patterns and Skills

- 2.4 Identify the characteristics of highly skilled performance for the purpose of improving one's own performance.
- 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.
- 2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.

STANDARD 3

- Students assess and maintain a level of physical fitness to improve health and performance.

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.
- 3.2 Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.
- 3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.
- 3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).

STANDARD 4

- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.
- 4.2 Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.

- 4.3 Identify ways of increasing physical activity in routine daily activities.
- 4.4 Identify and apply basic principles in weight/resistance training and safety practices.
- 4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.
- 4.6 Explain the different types of conditioning for different physical activities.

STANDARD 5

- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self Responsibility

- 5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.
- 5.2 Organize and work cooperatively with a group to achieve the goals of the group.
- 5.3 Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.

Social Interaction

- 5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.

Group Dynamics

- 5.5 Accept the roles of group members within the structure of a game or activity.
- 5.6 Describe leadership roles and responsibilities in the context of team games and activities.
- 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

Evaluation and Grading:

Standard FCUSD grading scales reflect the following: A = 90%-100%; B = 80% - 89%; C = 70%-79%; D = 60%-69%; F = Below 60%

The following grading procedure will be used:

- Participation
- Physical fitness assessments
- Concepts and written work
- Learning and performance of physical activities

DISTRICT ESLRs TO BE ADDRESSED:

- **Self Directed Learners:** Students will achieve and maintain a health-enhancing level of physical fitness and exhibit a physically healthy lifestyle. In order to do so requires intrinsic motivation which is the essence of self-direction.
- **Effective Communicators:** Students will demonstrate responsible social behavior including respect for all others. This requires the ability to communicate effectively with peers and teachers in all components of class, from the locker room to the movement activity in class.
- **Constructive Thinkers:** Students will understand how and why they move in a variety of situations and use this information to enhance their own skills. They will also understand that physical activity provides opportunities for enjoyment, challenge, and self-expression. Critical/constructive thinking is required to grasp these concepts.
- **Quality Producers/ Performers:** Students will be competent in many movement activities.

- **Collaborative Workers:** The very nature of any organized sport requires working together towards a common goal. Collaboration is an integral part of progress towards that goal.
- **Responsible Citizens:** Students will demonstrate responsible personal social behavior while participating in movement activities.

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**