Physical Education - Grade 8 Unit 4 - Lifetime Fitness

Unit Focus

In this unit, students will recognize the value of physical activity, for health, enjoyment, challenge, self-expression, and social interaction. This will be taught through cooperative and recreational games where students will be expected to display responsible and personal social behavior. Students will be taught and expected to apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. Emphasis will be placed on learning what activities students enjoy and that can be played with a wide variety of people for a lifetime. Students will monitor their level of physical activity by checking their heart rate and number of steps so that they learn that enjoyable, relaxing experiences can also benefit their physical health as well as their mental and social well-being.

Stage 1: Desired Results - Key Understandings

Standard(s)

Connecticut Comprehensive K–12 School Counseling Framework (2020)
Counseling: 6-8

- Understand the importance of taking care of our bodies and personal wellness (S/E4.3)
- Evaluate stress level and ability to utilize healthy coping skills (S/E4.4)

Healthy and Balanced Living Curriculum Framework
Physical Education 6-8

- Demonstrates the ability to strike with a mature overhand pattern in a modified net/ wall game such as volleyball, handball, badminton, or tennis. (S1.M10.8)
- Demonstrates the mature form of forehand and backhand strokes with a short or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton, or paddle ball. (S1.M12.8)
- Identifies the five components of health-related fitness and explains the connections between fitness and overall physical and mental health. (S3.M1.8)
- Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M3.8b)
- Demonstrates the ability to accept responsibility for improving one's personal social behaviors and those of others (S4.M1.8a)
- Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M1.8b)
- Demonstrates the ability to cooperate with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play (S4.M3.8b)

Transfer

Students will be able to independently use their learning to...
T1 Respectfully and responsibly communicate with others from a variety of backgrounds and perspectives.
T2 Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Being physically and socially active can support physical and mental well-being. **U2** Lifelong physical pursuits can provide an opportunity to stay healthy and make social and community connections. **U3** Many athletic games and activities utilize similar strategies that can be utilized to find success in the endeavor.	*Students will keep considering...* **Q1** How can physical activity play a role in my overall health and well-being? **Q2** What strategies do I have to make health-enhancing decisions? **Q3** What strategies, tactics and techniques can I use to be able to participate and find success in this activity?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** basic spatial awareness to be able to safely and successfully participate in a game/ activity. **K2** the benefits of physical activity and social engagement.	*Students will be skilled at...* **S1** understanding movement patterns and spatial awareness.

Stage 1: Desired Results - Key Understandings		
• Demonstrates the ability to independently use equipment appropriately and identifies specific safety concerns associated with the activity. (S4.M5.8) • Demonstrates the ability to analyze the empowering consequences of being physically active. (S5.M1.8b) • Demonstrates the ability to discuss how enjoyment could be increased in selfselected physical activities. (S5.M3.8a) • Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M4.8) **Madison Public Schools Profile of a Graduate** • Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	**K3** the health and skill related components of fitness. **K4** activity-specific movement skills that aligned to the activity and the group participating in the activity. **K5** social and communication skills that enhance social engagement and successful participation in an activity. **K6** the importance of lifelong health and fitness.	**S2** using verbal and body language that encourages participation from a variety of people of varying skill and interest levels. **S3** analyzing a game or activity to the ability to include a variety of participants. **S4** identifying activities that are enjoyable and promote lifelong physical activity and social health. **S5** recognizing when an activity supports the health and skill related components of fitness.