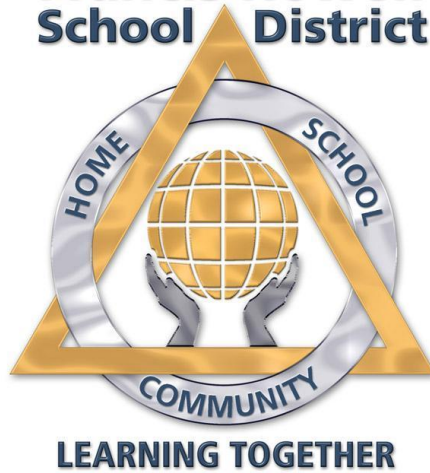


8th Grade Physical Education

Curriculum

**Francis Howell
School District**



Board Approved: June 2, 2022

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to empower students to be lifelong learners prepared for the future.

Vision Statement

The Francis Howell High School Community will provide a high quality educational experience that will result in students possessing the necessary knowledge and skills to become life-long learners and be positive contributors within their community.

The Francis Howell High School Community will provide an environment which develops a sense of personal and school pride, cultural awareness and tolerance.

Values

Francis Howell School District is committed to:

High Expectations

Continuous Improvement

Engagement, Collaboration, and Partnerships

Innovation

Safety

Trust, Respect, and Inclusiveness

Customer Service and Satisfaction

Accountability and Transparency

Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society

Physical Education Graduate Goals

Upon completion of their Physical Education study in the Francis Howell School District, students will be able to:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
3. Participate regularly in physical activity.
4. Achieve and maintain a health-enhancing level of physical fitness.
5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
6. Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Statement on Accessibility in Physical Education

It is the goal of physical education in Francis Howell to provide all students with the opportunity to partake in appropriate and engaging physical activity. Teachers in physical education make every attempt to provide modifications and accommodations to activities so that students of all abilities can be an active participant in their physical education class.

Course Rationale

Health behaviors, the most common predictors of current and future health status, are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors, and opportunities to practice the behaviors. Because health behaviors are learned, they can be shaped and changed.

Fostering healthy children is the shared responsibility of families, communities and schools. A comprehensive school health program can motivate students to maintain and improve their health, prevent diseases, and avoid or reduce health risk behaviors. It can provide students with the knowledge and skills necessary to be healthy for a lifetime.

A strong physical education program contributes to the development of a physically educated person who has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and benefits from involvement in physical activities, and values physical activity and its contributions to a healthful lifestyle.

The combination of a quality physical education program and health education program allows students to become physically educated and health literate individuals. Quality programs provide students with opportunities to explore concepts in depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding and develop physical and social skills necessary for a healthy, active life.

Course Description

Eighth grade physical education will focus on the development of fundamental motor skills, manipulative skills and movement experiences. Students will explore the different ways their bodies move in relationship to themselves, others and with objects. Students will recognize that participation in moderate to vigorous activity has both temporary and lasting positive effects on the body and know that exercise contributes to improved health. They will discover the joy of playing with friends and how social interaction can make activities more fun.

Eighth grade health education will focus on making choices that lead to living a safe and healthy life. Students will recognize some of the decisions they make can lead to living a life that is free from illness, injury, and disease.

Physical Education 8 Curriculum Team

Curriculum Committee

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Barnwell Middle School
Bryan Middle School

Practical Arts Content Leader
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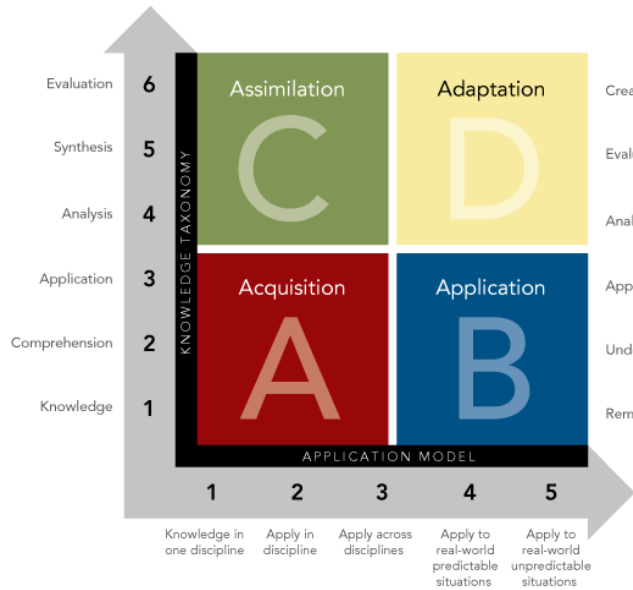
Curriculum Cycle Work: [Middle School PE Step 1 Work](#)

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Physical Education State Standards

[Missouri K-12 PE GLE's](#)

Missouri Learning Standards for Literacy

<https://dese.mo.gov/media/pdf/curr-mls-standards-ela-6-12-sboe-2016>

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Course Overview

Units & Standards Overview

Physical Fitness Assessments	Team Sports	Individual/Partner Activities	Personal Fitness Activities
3 weeks total *Early September *December *Early May	Throughout the course	Throughout the course	Daily for 5-10 minutes Throughout the course
PE Assessment: S3.M1.8 S3.M16.8	PE Assessment: NA	PE Assessment: NA	PE Assessment: NA
<i>Unit Standards (Priority in bold) (supporting standards)</i>	<i>Unit Standards (Priority in bold) (supporting standards)</i>	<i>Unit Standards (Priority in bold) (supporting standards)</i>	<i>Unit Standards (Priority in bold) (supporting standards)</i>
S3.M1.8	S1.M2.8	S1.M1.8	Applies Locomotor and Non-locomotor Movement Skills in Dance and Rhythmic Activities
S3.M4.8	S1.M3.8	Working with Others	S3.M2.6
S1.M7.8	S1.M4.8	Applies Locomotor and Non-locomotor Movement Skills in Dance and Rhythmic Activities	S3.M6.8
S3.M7.8	S1.M5.8	S2.M13.8	S3.M8.8
S3.M13.8	S1.M6.8	S3.M18.8	S3.M12.8
S3.M16.8	S1.M7.8	S4.M6.8	S3.M14.8

S4.M1.8	S1.M8.8	Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks	S3.M17.8
Ability to use goal-setting skills to enhance health	S1.M9.8		S4.M2.8
S5.M3.8	S1.M10.8		S4.M3.8
	S1.M11.8		Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
	S1.M12.8		
	S1.M13.8		
	S1.M14.8		
	S1.M15.8		
	S1.M18.8		
	S1.M17.8		
	S1.M20.8		
	S1.M21.8		
	S1.M22.8		
	S1.M24.8		
	S2.M3.8		
	S2.M4.8		
	S2.M5.8		

	S2.M6.8		
	S2.M8.8		
	S2.M9.8		
	S2.M10.8		
	S2.M11.8		
	S2.M12.8		
	S2.M13.8		
	S4.M3.8		
	S4.M4.8		
	S4.M5.8		
	S4.M6.8		
	Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks		

Course Map

	Unit Description	Performance Event Summary	PE Standards
Unit: Personal Fitness Goals-	Students will participate in the Fitnessgram a minimum of 3 times per year. Students will reflect upon their scores and set goals for the next test.	Students will complete the Fitnessgram physical fitness assessment 3 times a year. The baseline test will be administered in early September, the mid-year in December, and the final in late	S3.M1.8 S3.M16.8

<p>Course Assessments</p> <p>3 weeks</p>		<p>April/early May. The tests assess students on cardiovascular health, muscular strength and endurance, and flexibility.</p> <p>After each fitness assessment, students will be asked to review their results from a reflective lens, set health and fitness goals for themselves, and describe the actions that they will take to reach the goals. In the mid-year and final, they will reflect on whether they met their goals or not, and the reasons behind their status.</p>	
<p>Unit: Team Sports and Activities</p> <p>Throughout semester</p>	<p>The unit, Team Sports, will focus on activities that are traditionally played as teams. Modifications will be made to accommodate class size and equipment availability.</p>	<p>N/A</p>	<p>N/A</p>
<p>Unit: Individual/ Partner Activities</p> <p>Throughout Semester</p>	<p>The unit, Individual/Partner Activities, will focus on activities that are traditionally played as an individual or with a partner. Modifications will be made to accommodate class size and equipment availability.</p>	<p>N/A</p>	<p>N/A</p>
<p>Unit: Personal Fitness Activities</p> <p>Daily and throughout semester</p>	<p>The unit, Personal Fitness Activities, will focus on activities that support the Fitnessgram assessment components, including cardiovascular fitness, muscle strength, muscle endurance, and flexibility.</p>	<p>N/A</p>	<p>N/A</p>

Personal Fitness Goals- Course Assessments

Content Area: Physical Education	Course: 8th Grade Physical Education	UNIT: Personal Fitness Goals- Course Assessments
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Unit Description: Students will participate in the Fitnessgram a minimum of 3 times per year. Students will reflect upon their scores and set goals for the next test.	Unit Timeline: 3 Weeks total
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

Students will be able to participate in physical activity and set personal fitness goals in order to discover preferences that will maintain an active lifestyle.

Understandings – Students will understand that... (Big Ideas)

1. Daily participation in warmups, cardiovascular activity, and other physical fitness activities improves individual physical fitness, and can help develop lifelong healthy habits.
2. One can use tools like the Fitnessgram assessment as a way to monitor progress towards meeting one's health and fitness goals.
3. Setting goals related to one's own physical fitness, and reflecting on the progress towards your goal, increases the probability of reaching your goals.

Essential Questions: Students will keep considering...

- What are the current realities of my own physical fitness, as indicated on the Fitnessgram test?
- What areas of my personal physical fitness would I like to improve upon?
- How will I use Fitnessgram to help monitor my progress towards meeting my physical fitness goals?
- What steps will I take to improve my overall fitness and my Fitnessgram scores?

Students will know/understand ...	Standard	Students Will Be Able to ...
<p>The 5 health-related fitness components and explain how fitness incorporates into our wellness.</p> <p>Physical fitness is a component of overall wellness.</p>	S3.M1.8	<p>Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.8)</p>
<p>Cross-training reduces repetition in training and therefore reduces boredom and repetitive stress while allowing the opportunity to learn a new skill.</p>	S3.M4.8	<p>Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training. (S3.M4.8)</p>
<p>Using fitness equipment safely enhances the benefit to the student.</p>	S1.M7.8	<p>Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S1.M7.8)</p>
<p>Muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition.</p> <p>The health-related fitness components each impact our health in unique ways.</p>	S3.M7.8	<p>Compares and contrasts health-related fitness components.</p>
<p>Rates Perceived Exertion.</p> <p>RPE can help us understand if we should increase or decrease intensity of an activity.</p>	S3.M13.8	<p>Defines how the RPE Scale can be used to adjust workout intensity during physical activity.</p>
<p>Deficiency- a lack or shortage, failing to meet minimum standards.</p> <p>When related to fitness and health, it can mean either missing nutritional needs, or failing to have enough strength or cardiovascular function to meet fitness goals during activities.</p> <p>Fitness and nutrition levels can be improved with exercise and diet.</p>	S3.M16.8	<p>Designs and implements a program to improve levels of health-related fitness and nutrition.</p>

Taking responsibility for their fitness will lead to a healthy lifestyle.	S4.M1.8	Accepts responsibility for improving one's own levels of physical activity and fitness.
Goal setting skills. How setting goals can lead to positive physical health.	Ability to use goal setting skills to enhance health.	Use strategies and skills to achieve a personal goal to be physically active.
Individual challenges require a plan of action to overcome and succeed.	S5.M3.8	Develops a plan of action and makes appropriate decisions based on the plan when faced with an individual challenge.

Unit 1: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 2	S3.M1.8 S3.M16.8	<p>Description of Assessment Performance Task(s): Students will complete the Fitnessgram physical fitness assessment three times a year. The baseline test will be administered in early September, the mid-year in December, and the final in late April/early May. The tests assess students on cardiovascular health, muscular strength and endurance, and flexibility.</p> <p>After each fitness assessment, students will be asked to review their results from a reflective lens, set health and fitness goals for themselves, and describe the actions that they will take to reach the goals. In the mid-year and final, they will reflect on whether they met their goals or not, and the reasons behind their status.</p> <p>Teacher will assess:</p> <ol style="list-style-type: none"> 1. Can students utilize the SMART Goal template to set a realistic fitness goal for themselves? 2. Can students think reflectively on their own progress, and re-structure goals as necessary? 3. Can students use appropriate terminology related to physical fitness, physical activity, and overall health in their reflections? 	<p><u>21 Century</u></p> <p>B, C</p> <p>Critical Thinking</p>




		<p>Performance:</p> <p>Mastery: <i>Students will show that they really understand when they...</i> Can use fitness and healthy terminology appropriately when writing reflections, and can set realistic fitness goals for themselves. This is indicated by scoring a 3 or higher in each category of the rubric.</p> <p>Scoring Guide: 8th Grade Goal Setting and Fitness Plan Assessment; 8th Grade Rubric</p>	
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Unit 1: Resources

UNIT RESOURCES

Teacher Resources:

This may include:

- Push Up- Teacher Cadence  [FitnessGram Push Up Test Cadence](#)
- Curl Up- Teacher Cadence  [Curl Up Test Cadence](#)
- Pacer- Teacher Cadence  [FitnessGram 20-Meter PACER Test OFFICIAL AUDIO \(Part 1\)](#)
- Fitness Gram Healthy Zone Standards - <https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/6154/StandardsTable.pdf>

Vocabulary:

- [Physical Education Vocabulary](#)

Team Sports and Activities

Content Area: Physical Education	Course: 8th Grade Physical Education	UNIT: Team Sports and Activities
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Unit Description: The unit, Team Sports, will focus on activities that are traditionally played as teams. Modifications will be made to accommodate class size and equipment availability.	Unit Timeline: 1-2 weeks per activity throughout the year as appropriate for space, weather, and class size.
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....
Students will be able to participate in physical activity and set personal fitness goals in order to discover preferences that will maintain an active lifestyle.

Understandings – Students will understand that... (Big Ideas)

1. Daily participation in warmups, cardiovascular activity, and other physical fitness activities improves individual physical fitness, and can help develop lifelong healthy habits.
2. One can use tools like the Fitnessgram assessment as a way to monitor progress towards meeting one's health and fitness goals.
3. Setting goals related to one's own physical fitness, and reflecting on the progress towards your goal, increases the probability of reaching your goals.

Essential Questions: Students will keep considering...

- What are the current realities of my own physical fitness, as indicated on the Fitnessgram test?
- What areas of my personal physical fitness would I like to improve upon?
- How will I use Fitnessgram to help monitor my progress towards meeting my physical fitness goals?
- What steps will I take to improve my overall fitness and my Fitnessgram scores?

Students will know/understand ...	Standard	Students Will Be Able to ...
Mechanics of throwing- throwing with opposite foot, stepping toward target, following through, knowing the proper point of release, etc.	S1.M2.8	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)
Proper way to hold a glove/implement. Proper catching form- holding the glove in the air as a target, keeping eye on the ball, catching the ball inside the glove, using throwing hand to trap the ball in the glove.	S1.M3.8	Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)
How to pass and catch (with an implement) while in motion. Lead pass- passing ahead of receiver in anticipation of their route. Mechanics of throwing when applied to completing a leading pass.	S1.M4.8	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)
How to throw and pass to a moving partner. Mechanics of throwing when applied to completing a leading pass.	S1.M5.8	Throws a lead pass to a moving partner off a dribble or pass. (S1.M5.8)
Definitions of pivot, fake, jab steps, setting screens. When and why a player would execute these strategies during a game (to create open space and score points on offense).	S1.M6.8	Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)
Definition of pivot, give and go, and fakes. When and why a player would execute these strategies during a game (to score points, create open space on offense).	S1.M7.8	Executes the following offensive skills during small-sided game play: pivot, give & go, and fakes. (S1.M7.8)

<p>How to dribble with the hands- ball below waist, using fingertips, eyes up, push the ball down and absorb the ball as it returns up before pushing down again.</p> <p>Why both hands are used to dribble, and why one might need to switch hands while dribbling.</p>	S1.M8.8	Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play. (S1.M8.8)
<p>How to dribble with the foot- using the correct part of the foot, maintaining a forward motion.</p> <p>Contacting the ball with different parts of the foot can determine the direction the ball will travel.</p> <p>How to use the appropriate amount of force when dribbling with the foot.</p>	S1.M9.8	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)
<p>How to shoot with an implement- swing the implement toward the intended target, make contact with the puck/ball, and follow through toward the target, etc.</p> <p>How to utilize the implement to take aim at the target.</p>	S1.M10.8	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)
<p>Definition of drop step, defense, man to man defense.</p> <p>How performing a drop step during game play helps teammates on defense, while still maintaining defensive pressure on their opposing player.</p>	S1.M11.8	Drop steps in the direction of the pass during player-to-player defense. (S1.M11.8)
<p>Mechanics of underhand serve (varies with sport).</p> <p>How using the correct amount of force can affect the location of the serve.</p> <p>How to utilize their aim to put the ball/birdie in a specific area of the opponent's court.</p>	S1.M12.8	Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)
<p>Mechanics of overhand serve (varies with sport).</p>	S1.M13.8	Strikes, with a mature overarm pattern, in a modified game for net/wall games such as volleyball, handball, badminton or

<p>How using the correct amount of force can affect the location of the serve.</p> <p>How to utilize their aim to put the ball/birdie in a specific area of the opponent's court.</p>		<p>tennis. (S1.M13.8)</p>
<p>What are forehand and backhand strokes, and how are they used in net games (ex: tennis).</p> <p>Mechanics of both forehand and backhand strokes- proper foot placement, proper hand placement on the striking implement, moving body to the appropriate angle before completing the stroke, and proper follow through.</p>	<p>S1.M14.8</p>	<p>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.M14.8)</p>
<p>How to properly transfer weight in order to complete a backhand stroke with a long handled implement.</p> <p>The proper footwork- stepping with back foot, then onto forward foot before contacting ball, while swinging the implement from low to high.</p>	<p>S1.M15.8</p>	<p>Transfers weight with correct timing using a low to high striking pattern with a long handled implement on the backhand side. (S1.M15.8)</p>
<p>Proper form for holding and throwing the ball for the specific game- stepping towards the target, retracting the arm with ball in hand, releasing the ball at the appropriate time, following through.</p>	<p>S1.M18.8</p>	<p>Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocci.</p>
<p>How to utilize teammates to complete proper volley during a competitive game.</p> <p>Proper form for different types of hits (pass, set, spike).</p>	<p>S1.M17.8</p>	<p>Two-hand-volleys with control in a small-sided game. (S1.M17.8)</p>
<p>Proper form for batting- weight resting on back foot, back hand placed above the front hand on the bat, hold bat behind body, swing forward while stepping with front foot to move momentum forward.</p> <p>Necessity of watching the pitch when determining whether to swing, and what type of swing one might</p>	<p>S1.M20.8</p>	<p>Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.M20.8)</p>

attempt.		
Proper way to hold a glove on a non-throwing hand. Keep eyes on the ball, watch it into the glove, squeeze the glove and trap the ball with throwing hand.	S1.M21.8	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.M21.8)
What are the basic skills needed for each game? When is it appropriate to use these skills? What are the necessary safety procedures and equipment needed in order to participate in this activity safely?	S1.M22.8	Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities.
What are the basic skills needed for each game ? When is it appropriate to use these skills? What are the necessary safety procedures and equipment needed in order to participate in this activity safely?	S1.M24.8	Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities. (S1.M24.8)
Definition of spreading out, cutting, fakes. The concepts of using these strategies and how they are used to create open space for the offense during competitive games (ex: basketball).	S2.M3.8	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)
Definition of man to man defense and zone defense. The importance of ensuring defensive players remain between the offensive players and the goal.	S2.M4.8	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)
How to reduce the amount of space an offensive player is allowed in order to anticipate a defensive play.	S2.M5.8	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.8)
The role of the defensive and offensive players in games	S2.M6.8	Transitions from offense to defense or defense to offense by

that transition between the two quickly. The importance of using speed and agility to transition quickly between offense and defense.		recovering quickly, communicating with teammates, and capitalizing on an advantage. (S2.M6.8)
The importance of anticipating opponents' actions during a competitive game. Various strategies used during games as they relate to placement of throws/kicks, force of a throw/kick, and timing.	S2.M8.8	Varies placement, force, and timing of return to prevent anticipation by the opponent. (S2.M8.8)
Trajectory- path that a thrown or hit ball will travel. How the correct combination of speed, force, and trajectory help the shot travel optimally towards the target.	S2.M9.8	Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)
Definition of sacrifice, bunt, and fly. How sacrifice situations may help the overall team.	S2.M10.8	Identifies sacrifice situations and attempts to advance a teammate. (S2.M10.8)
How reducing the open space will increase defensive efficiency. Strategize with teammates to provide optimal coverage of the field.	S2.M11.8	Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8)
Definition of mechanical advantage, lever, and pivot. How to use the body to give a player a mechanical advantage during a game.	S2.M12.8	Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)
Identify the safety protocols for a chosen activity. Identify outdoor conditions beyond one's control that one must be aware of when participating in outside activities.	S2.M13.8	Implements safe protocols in self-selected outdoor activities. (S2.M13.8)
How positive encouragement and feedback can have a	S4.M3.8	Provides encouragement and feedback to peers

positive impact on the overall game, and can help build confidence in themselves and peers.		without prompting from the teacher. (S4.M3.8)
The use of conflict resolution skills help de-escalate and resolve conflicts during physical activity. Not only rules of games, but ethical considerations common to specific games.	S4.M4.8	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)
That cooperating or working together during a physical activity enhances the benefit of that activity.	S4.M5.8	Cooperates with multiple classmates on problem solving initiatives including adventure activities, large group initiatives, and game play.
Dance routines from various styles of dance, representing multiple cultures. Dances are made up of a set of routines put together in specific order.	S4.M6.8	Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M6.8)
Demonstrate empathy towards peers during games. That it is OK to ask for assistance during games, and to provide assistance to peers in need. Asking for assistance and communicating appropriately improves physical activity and can ensure activities are played safely and enjoyed by all.	Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Demonstrate how to effectively ask for assistance to improve physical activity. Demonstrate how to effectively communicate empathy and support to others who are trying to maintain or improve physical activity.

Team Sports and Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1, 2	S1.M2.8 S1.M3.8 S1.M20.8 S1.M21.8 S2.M10.8 S4.M3.8 S4.M4.8	<p>1. Title of Activity: Softball: Catch and Throw; Wiffle Ball; Pumpkin Ball; Home Run Derby; Kickball; 100s</p> <p>Objective: Students will successfully demonstrate correct technique in modified softball games of increased complexity.</p> <p>Activity: Softball Catch and Throw: Students will catch and throw a softball using proper throwing and catching skills. Students will have a partner and catch and throw a softball, using the proper technique. Pumpkin Ball: Students are in two teams (one fielding and one hitting). The fielding team pitches the ball underhand and the ball must bounce before the hitting team can hit the ball. If the students hit the ball, they run the bases like kickball or softball. You can play 3-6 outs depending on the class size. Students are out on a fly ball, thrown out at the base, 3 strikes, or tagged with the ball. Wiffle Ball: Students are in two teams (one fielding and one hitting). The fielding team pitches the ball underhand. If the students hit the ball, they run the bases like kickball or softball. You can play 3-6 outs depending on the class size. Students are out on a fly ball, thrown out at the base, 3 strikes, or tagged with the ball.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Softballs, gloves, bat, small playground ball, outdoor volleyball.</p>	Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing Effort Providing Recognition Providing Practice	A, B, C Communication Collaboration Critical Thinking

1, 2	S1.M4.8 S1.M6.8 S1.M7.8 S1.M9.8 S1.M10.8 S2.M4.8 S2.M5.8 S2.M6.8 S2.M11.8 S4.M3.8 S4.M4.8	<p>2. Title of Activity: Hockey: Hockey Skills; Ring Hockey; QTip Hockey; Scooter Hockey</p> <p>Objective: Students will successfully demonstrate correct technique in modified hockey games of increased complexity.</p> <p>Activity: Ring Hockey: Students will be divided into two teams. Each team has up to six players and a goalie. The foam ring is passed and carried around the court with a short straight stick. Only one stick is allowed inside the ring at a time (more will rip the ring). Rules are the same as hockey. QTip Hockey: Students will be divided into two teams. Each team has up to six players and a goalie. The ball is passed and dribbled around the court with a stick that has a round foam end. Rules are the same as hockey.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Scooters, hockey sticks (foam or plastic), pucks, floor hockey ball, foam ring, ring hockey sticks, small foam ball, qtip hockey sticks, goals</p>	Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing Effort Providing Recognition Providing Practice	A, B, C Communication Collaboration Critical Thinking
1, 2	S1.M6.8 S1.M7.8 S1.M9.8 S1.M11.8 S2.M3.8 S2.M4.8 S2.M5.8 S2.M6.8 S2.M11.8 S4.M3.8 S4.M4.8	<p>3. Title of Activity: Soccer: Small Sided Games; 4 Corner Soccer; Crab Soccer; Number Soccer; Line Soccer</p> <p>Objective: Students will successfully demonstrate correct technique in modified soccer games of increased complexity.</p> <p>Activity: 4 Corner Soccer: Students will be divided into four teams. Each team has one goalie and two defenders. All other students are trying to score goals in the other three goals. Play for 6-8 minutes. Report score counting the number of goals that are scored in your goal only. Play 3-4 rounds counting the score each round.</p>	Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing Effort	A, B, C Communication Collaboration Critical Thinking

		<p>Number Soccer: Divide the class into four even groups. Give each student a number. Each team will supply a goalie. The teacher will call out numbers and say “go”. The students will then report to the field and play against numbers for 2-3 minutes. After the game, all students report back to the bench, and new numbers are called.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Soccer balls, goals, cones, pinnies, scoreboard</p>	<p>Providing Recognition</p> <p>Providing Practice</p>	
1, 2	<p>S1.M12.8 S1.M13.8 S1.M17.8 S2.M8.8 S4.M3.8 S4.M4.8</p>	<p>4. Title of Activity: Volleyball: Volley Skills, Modified Games, Nitro Ball, Serving Games</p> <p>Objective: Students will successfully demonstrate correct technique in modified volleyball games of increased complexity.</p> <p>Activity: Volley Skills: Students will practice in small groups the following skills: bump, set, underhand serve, overhand serve. Nitro Ball: Net is lowered to tennis height. Teams are allowed three hits per side. The ball must bounce between each hit. Play begins with a serve. Players may use three hits to get the ball over the net. Rules of boundaries and points are the same as volleyball. Modified Volleyball Games: Modifications may include but are not limited to: more than six players on the court, more than three hits per side, use of a beach ball.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition 	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

		<p>Resources: Volleyball net, volleyball, beach ball, training volleyball, scoreboards</p> <p>Appendix Documents: https://www.youtube.com/watch?v=RpyWG1i9gDA</p>		
1, 2	<p>S1.M5.8 S1.M6.8 S1.M7.8 S1.M8.8 S1.M11.8 S2.M3.8 S2.M4.8 S2.M5.8 S2.M6.8 S2.M11.8 S4.M3.8 S4.M4.8</p>	<p>5. Title of Activity: Basketball: King of the Court; Knockout; Numbers Basketball; Scooter Basketball; 3v3 Basketball; BasketBowl</p> <p>Objective: Students will successfully demonstrate correct technique in modified basketball games of increased complexity.</p> <p>Activity: Numbers Basketball: Students are divided evenly among the baskets in the gym. Assign all students a number, then decide if you are playing with three or four players. Call out numbers to create team one, then call out other numbers to create team two. The numbers left will be the score keeper. Play for 5-6 minutes, then switch up the numbers. IE: 1:2 3:4 1, 2, 3 line up of Free throw line 5:6 4, 5, 6 line up under the basket 7:8 7-8 keep score After five minutes return to your basket, and set new numbers and create new teams. All students stay in the same basket. They will only play the students at the basket they are assigned. Knock Out: Students will get in a line at the free throw line. The first person takes a shot. The second person in line will then shoot. If the second person makes a shot before the first person, then player one is “knocked out” of the game. The cycle repeats until the game is over.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Basketballs, Basketball hoops, scoreboards, number chart, bowling pin</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

		<p>Appendix Documents: https://www.printyourbrackets.com/roundrobin.html https://www.playworks.org/game-library/basketball-bowling/</p>		
1, 2	<p>S1.M2.8 S1.M5.8 S1.M6.8 S1.M7.8 S1.M11.8 S2.M4.8 S2.M5.8 S2.M11.8 S4.M3.8 S4.M4.8</p>	<p>6. Title of Activity: Football: Flag Football; Ultimate Football; QB Challenge; Capture the Flag; Ultimate Frisbee</p> <p>Objective: Students will successfully demonstrate correct technique in modified football games of increased complexity.</p> <p>Activity: Ultimate Football/Frisbee: Play in an open space. Students will throw and catch the football/frisbee moving down the field. The students need to keep the ball/frisbee off the ground. If the ball hits the ground, it is a turnover. Other team takes possession where the ball/frisbee hits. Score in the end zone with a catch.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Football, frisbee, pinnies, cones, flags</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>
1, 2	<p>S1.M2.8 S2.M9.8 S4.M3.8 S4.M4.8</p>	<p>7. Title of Activity: Dodgeball Variety (Toga, Jailbreak Dodgeball, Survivor, Titanic, 4 Corner Dodgeball, Gaga Ball, Bowling Pin Dodgeball, Fitness Dodgeball, Traitor Ball)</p> <p>Objective: Students will successfully demonstrate correct technique in modified dodgeball games of increased complexity.</p> <p>Activity: Students must first have a basic understanding of throwing and catching mechanics. Students are placed on teams. The objective is to get other players “out” by throwing the ball and hitting an opponent somewhere on their body.</p> <p>Traditional Dodgeball: The dodgeballs are lined up on the centerline and the students are lined up against their wall. When the teacher says go, students</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

		<p>run to the centerline and attempt to grab one of the dodgeballs. They must return to their wall before making any plays. If you are hit by a ball (shoulders and below) you are out. If you throw a ball and it is caught in the air, you are out. Any ball that hits a wall, floor, ceiling, etc, is considered dead and no play can be made. You may use a dodgeball in your hand to block dodgeballs that are being thrown at you.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Dodgeball Variations word document, dodgeballs</p>	<p>Providing Recognition</p> <p>Providing Practice</p>	
1, 2	<p>S1.M2.8 S1.M5.8 S1.M6.8 S1.M7.8 S1.M11.8 S2.M3.8 S2.M4.8 S2.M5.8 S2.M6.8 S2.M11.8 S4.M3.8 S4.M4.8</p>	<p>8. Title of Activity: Team Handball</p> <p>Objective: Students will successfully demonstrate correct technique in modified handball games of increased complexity.</p> <p>Activity: Team Handball Students will divide into two teams. They are limited in steps (depending on location/facilities). The goal is for students to score a goal by throwing in the opposing goal. *See appendix document for more detailed rules</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Playground ball/indoor soccer ball/gator ball, etc.</p> <p>Appendix Documents: Team Handball Rule</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication Collaboration</p> <p>Critical Thinking</p>

1, 2	S1.M12.8 S1.M13.8 S1.M14.8 S1.M15.8 S2.M8.8 S2.M9.8 S4.M3.8 S4.M4.8	<p>9. Title of Activity: Racquet Sports (Pickleball, Speedminton, Badminton, Ping Pong, Tennis)</p> <p>Objective: Students will successfully demonstrate correct technique in modified racquet games of increased complexity.</p> <p>Activity: Pickleball: Pickleball is a sport that borrows elements from both tennis and ping-pong and turns them into their own unique sport. Each team is set on opposite sides of the net, with the intention of causing the other team to commit a fault, such as hitting a ball out of bounds or causing a double bounce on the same side of the court.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Pickleball nets (volleyball nets can be used), pickleball paddles (similar to ping pong paddle), wiffle ball type ball, playing court the size of a badminton court, badminton racquets and birdies, tennis racquets and balls</p> <p>Appendix Documents:Pickleball rules Speedminton Rules</p>	Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing Effort Providing Recognition Providing Practice	A, B, C Communication Collaboration Critical Thinking
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Unit 2: Resources

UNIT RESOURCES

Teacher Resources:

- usgames.com
- sparkpe.org
- gophersport.com
- pecentral.org
- openphysed.org
- shapeamerica.org
- thephysicaleducator.com
- thepeshed.com
- youtube.com (just dance, guided yoga, etc)

Vocabulary:

- [Physical Education Terms](#)

Individual/Partner Activities

Content Area: Physical Education	Course: 8th Grade Physical Education	UNIT: Individual/Partner Activities
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Unit Description: The unit, Individual/Partner Activities, will focus on activities that are traditionally played as an individual or with a partner. Modifications will be made to accommodate class size and equipment availability.	Unit Timeline: 1-2 weeks per activity throughout the year as appropriate for space, weather, and class size.
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

Students will be able to participate in physical activity and set personal fitness goals in order to discover preferences that will maintain an active lifestyle.

Understandings – *Students will understand that... (Big Ideas)*

1. Daily participation in warmups, cardiovascular activity, and other physical fitness activities improves individual physical fitness, and can help develop lifelong healthy habits.
2. One can use tools like the Fitnessgram assessment as a way to monitor progress towards meeting one's health and fitness goals.
3. Setting goals related to one's own physical fitness, and reflecting on the progress towards your goal, increases the probability of reaching your goals.

Essential Questions: *Students will keep considering...*

- What are the current realities of my own physical fitness, as indicated on the Fitnessgram test?
- What areas of my personal physical fitness would I like to improve upon?
- How will I use Fitnessgram to help monitor my progress towards meeting my physical fitness goals?
- What steps will I take to improve my overall fitness and my Fitnessgram scores?

Students will know/understand ...	Standard	Students Will Be Able to ...
<p>How to perform the basic steps in a combination in dance, remembering the sequence of steps.</p> <p>How individual dance steps come together to create a dance.</p>	S1.M1.8	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8)
<p>How to work/dance with a partner.</p> <p>How supporting and movement work together in dance.</p>	Working with Others	<p>Cooperates with a partner to demonstrate the following skills in a visually interesting way: creating, contrasting, and complementary shapes, taking and supporting weight.</p> <p>Cooperates with a small group to produce original work/dance.</p> <p>Demonstrates appropriate audience behavior performance and etiquette in a formal fashion.</p>
<p>Definition of balance, agility, endurance, and ease of motion, as they relate to rhythmic activities.</p> <p>Good athletic performance incorporates these skills, and successful athletes incorporate these into their regular workout routines and habits.</p>	Applies Locomotor and Non-locomotor Movement Skills in Dance and Rhythmic Activities	Apply anatomical concepts to movements that are vertical, off vertical, and on one leg with balance, agility, endurance, and ease of motion.
<p>Identify the safety protocols for a chosen activity.</p> <p>Identify outdoor conditions beyond one's control that one must be aware of when participating in outside activities.</p>	S2.M13.8	Implements safe protocols in self-selected outdoor activities. (S2.M13.8)
<p>Yoga and tai chi are excellent workouts, and good options for people who prefer non-competitive activities.</p> <p>Yoga and tai chi can help with flexibility and strength training, while also serving as a stress-reducing activity.</p> <p>The basic movements of activities such as yoga and tai chi, and how to implement those safely.</p>	S3.M18.8	Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3M18.8)

<p>Dances are made up of a set of routines put together in specific order.</p> <p>How to use the beat of the music to create a series of dance that is both enjoyable and can be used as a good workout.</p>	S4.M6.8	<p>Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M6.8)</p>
<p>Demonstrate empathy towards peers during games.</p> <p>It is OK to ask for assistance during games, and to provide assistance to peers in need.</p> <p>Asking for assistance and communicating appropriately improves physical activity and can ensure activities are played safely and enjoyed by all.</p>	<p>Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</p>	<p>Demonstrate how to effectively ask for assistance to improve physical activity.</p> <p>Demonstrate how to effectively communicate empathy and support to others who are trying to maintain or improve physical activity.</p>

Individual/Partner Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1, 2	S2.M13.8 S3.M4.8	<p>1. Title of Activity: Track and Field</p> <p>Objective: Students will understand the procedures for track and field events, know the specific rules for the event(s) they participate in, and be able to use correct form for the activities they participate in.</p> <p>Activity: 50, 100, 200 meter dash; 4x100 relays; mile; field events</p> <p>Field Events such as shot put, discus, high jump, and long jump Practice proper technique for relay handoffs; https://www.youtube.com/watch?v=P7I73zI7eNA</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

		<p>Warm up with tag games to help improve cardiovascular fitness. Ex: Sharks and Minnows: Pick 3-5 people to wear a pinny to be the sharks (tagger) and stand at the center of the gym. The minnows (runners) will stand along the baseline of the basketball court and will attempt to run to the other side of the gym without being tagged by a shark. If they do get tagged by a shark, then they will sit out until everyone gets out and the game is over.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Shot put, discus, batons</p>	<p>Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	
1, 2	S2.M13.8	<p>2. Title of Activity: Archery</p> <p>Objective: Students will demonstrate proper safety skills while participating in archery, and will understand the 10 Steps to Archery Success. *This activity may not be offered at all schools due to space and equipment</p> <p>Activity: Unit is taught according to guidelines provided through the Missouri National Archery in the Schools Program that is taught by the Missouri Conservation Department.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Bow, Arrows, Targets, Archery Net</p> <p>Appendix Documents: MoNASP https://nature.mdc.mo.gov/discover-nature/teacher-portal/monasp</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

1, 2	S1.M1.8 S3.M18.8	<p>3. Title of Activity: Group Fitness</p> <p>Objective: Students will safely engage in a fitness activity.</p> <p>Activity: Roller Skating: This is an optional activity that must be approved by the principal. Teachers can coordinate with a local business that provides the skates and safety equipment. This may be an opt out activity if any parents feel it is unsafe for their child. With proper documentation from parents, students will receive no penalty for opting out. Yoga: Teachers can utilize free online resources for age appropriate yoga. Focus on stretching, balance, and relaxing the body. Dance/ Zumba: Teachers can provide lessons in various types of fun dance, or combination dance and aerobics such as Zumba. Free online resources are available for routines and steps for students to follow. Kickboxing: Buildings with kickboxing equipment may offer this as an activity. Students will practice punches and kicks on the bags, working on proper form, while also engaging in an aerobic activity. Step Aerobics: A lower impact type of aerobic that teachers may choose to use. Free online resources available with routines for teachers to use.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Roller skates, safety guards/helmets, music, steps, mats for yoga, free weights, weight stations, weight plates, weight racks, dumbbells, medicine balls, fitness bands, etc</p> <p>Appendix Documents: Fitness videos (several websites to find free activities) Fitness Blender, DAREBEE - Fitness On Your Terms., HIIT Programs & Workout Videos for All Levels - Group HIIT,</p>	Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing Effort Providing Recognition Providing Practice	A, B, C Communication Collaboration Critical Thinking
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		<p>Fitness Station Worksheet https://docs.google.com/document/d/1fEUucgZ4Coe-XxiyMGVVc0TCku9LxsTdafzjR2M7IDM/edit Weight Training Muscle Diagram https://www.thehealthsite.com/fitness/the-massive-muscle-anatomy-and-body-building-guide-you-always-wanted-100583/</p>		
1, 2	S2.M13.8	<p>4. Title of Activity: Outdoor Recreation Games</p> <p>Objective: Students will be able to develop children's sense of well-being through regular activities in their local environment.</p> <p>Competitive Games: Cornhole, Washers, 9-Square, 4-Square, Spikeball, Kan Jam, Shuffleboard, Bowling (See links below for rules)</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: 9 square rules, Spikeball, KanJam, Cornhole, Shuffleboard</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>
1, 2	S2.M13.8	<p>5. Title of Activity: Disc Golf</p> <p>Objective: Students will be able to understand that the object of the game is to move through the course with the lowest possible number of total throws.</p> <p>Skill/Strategy Practice: Proper throwing techniques: backhand, side arm (also referred to as the forehand), overhand, hyzer, and anhyzer</p> <p>Activity: Disc golf H-O-R-S-E: In groups of 2-4, students will throw a frisbee into the disc golf basket. The other players must make the throw from the same spot</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p>	<p>A, B, C Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

	<p>as the first thrower. Any student that misses, gets a letter. The first player to spell H-O-R-S-E is out.</p> <p>Disc golf Knockout: In groups of 2-4, students will throw a frisbee into the disc golf basket. The other players must make the throw from the designated spot. Students will continue to throw the frisbee into the basket. If the thrower behind makes a basket before you, you are knocked out. This will continue until one student remains.</p> <p>Race to the hole: Students all start from the same spot and the same time and begin throwing. The first student to reach the disc golf basket wins.</p> <p>Closest to the hole: Students all start from the same spot, but only have one throw. The closest throw to the disc golf basket wins that round.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: https://discgolfnow.com/disc-golf-101/</p>	<p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	
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Unit 3: Resources

UNIT RESOURCES

Vocabulary:

- Physical Education Terms

Personal Fitness Activities

Content Area: Physical Education	Course: 8th Grade Physical Education	UNIT: Personal Fitness Activities
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Unit Description: The unit will focus on activities that support the Fitnessgram assessment components, including cardiovascular fitness, muscle strength, muscle endurance, and flexibility.	Unit Timeline: 1-2 weeks per activity throughout the year as appropriate for space, weather, and class size.
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

Students will be able to participate in physical activity and set personal fitness goals in order to discover preferences that will maintain an active lifestyle.

Understandings – *Students will understand that... (Big Ideas)*

1. Daily participation in warmups, cardiovascular activity, and other physical fitness activities improves individual physical fitness, and can help develop lifelong healthy habits.
2. One can use tools like the Fitnessgram assessment as a way to monitor progress towards meeting one's health and fitness goals.
3. Setting goals related to one's own physical fitness, and reflecting on the progress towards your goal, increases the probability of reaching your goals.

Essential Questions: *Students will keep considering...*

- What are the current realities of my own physical fitness, as indicated on the Fitnessgram test?
- What areas of my personal physical fitness would I like to improve upon?
- How will I use Fitnessgram to help monitor my progress towards meeting my physical fitness goals?
- What steps will I take to improve my overall fitness and my Fitnessgram scores?

Students will know/understand ...	Standard	Students Will Be Able to ...
<p>Definition of balance, agility, endurance, and ease of motion, as they relate to rhythmic activities.</p> <p>Good athletic performance incorporates these skills, and successful athletes incorporate these into their regular workout routines and habits.</p>	<p>Applies Locomotor and Non-locomotor Movement Skills in Dance and Rhythmic Activities</p>	<p>Apply anatomical concepts to movements that are vertical, off vertical, and on one leg with balance, agility, endurance, and ease of motion.</p>
<p>Participation in lifetime physical activity has many health benefits.</p> <p>The basic safety needs, equipment, rules, and proper form when participating in activities on their own or with a group outside of class.</p>	<p>S3.M2.6</p>	<p>Participates in self-selected physical activity outside of physical education class. (S3.M2.6)</p>
<p>The difference between a moderate exercise program and a vigorous exercise program.</p> <p>How both moderate and vigorous exercise programs can positively affect one's health.</p> <p>That they can achieve substantial health benefits by doing moderate and vigorous intensity physical activity for periods of time that add up to 60 minutes or more each day.</p>	<p>S3.M6.8</p>	<p>Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day. (S3.M6.8)</p>
<p>Definition of proprioceptive neuromuscular facilitation, ballistic, and static.</p> <p>The various technologies available to help one develop physical fitness goals and track one's progress.</p> <p>How to choose between various technologies when determining what might be best for their own personal physical fitness routine.</p>	<p>S3.M8.8</p>	<p>Uses available technology to self-monitor the quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)</p>
<p>Warm up: Activities that slowly prepare the body for vigorous</p>	<p>S3.M12.8</p>	<p>Designs and implements a warm up/cool down regimen for</p>

<p>exercise.</p> <p>Cool down: Allow the body to slowly return to normal after a vigorous exercise.</p> <p>How warm up and cool down routines are necessary to prevent injuries during vigorous exercise.</p>		<p>a self selected-physical activity. (S3.M12.8)</p>
<p>Identify the body systems and how they are affected by regular physical activity.</p> <p>Identify which body systems help the body participate in physical activity and the roles that each system plays.</p>	S3.M14.8	<p>Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. (S3.M14.8)</p>
<p>The effect that nutrition has on the body, and how poor nutrition can lead to one being less capable of fully participating in physical activity, as well as the other health concerns that poor nutrition can lead to.</p>	S3.M17.8	<p>Describes the relationship between poor nutrition and health risk factors. (S3.M17.8)</p>
<p>How regular physical activity, in addition to physical education class, can help them be healthier individuals and lead healthier lives.</p> <p>Practice self-monitoring skills in order to ensure they are receiving enough opportunities for regular exercise.</p>	S4.M2.8	<p>Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8)</p>
<p>How positive encouragement and feedback can have a positive impact on the overall game, and can help build confidence in themselves and peers.</p>	S4.M3.8	<p>Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)</p>

<p>Demonstrate empathy towards peers during games.</p> <p>It is OK to ask for assistance during games, and to provide assistance to peers in need.</p> <p>Asking for assistance and communicating appropriately improves physical activity and can ensure activities are played safely and enjoyed by all.</p>	<p>Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</p>	<p>Demonstrate how to effectively ask for assistance to improve physical activity.</p> <p>Demonstrate how to effectively communicate empathy and support to others who are trying to maintain or improve physical activity.</p>
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Unit 4: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1, 2	S3.M6.8 S3.M12.8 S4.M3.8	<p>1. Title of Activity: Warmup</p> <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity: Wolfpack: 2-3 students are “it” and start in the center of the gym wearing a flag belt and holding a dodgeball. When the teacher says go, the students who are “it” are trying to tag the others with the dodgeballs. If a dodgeball touches the running student in any way, they are also “it” and must put on a flag belt and assist in tagging the other students. Rule #1: You cannot take any steps if you have a dodgeball in your hand. Rule #2: Students should work together to use strategy, communicate, and move around (like a wolfpack) to get the rest of the students out. Play as many rounds as desired.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Flag belts, 2-3 dodgeballs</p>	Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing Effort Providing Recognition Providing Practice	A, B, C Communication Collaboration Critical Thinking
1, 2	S3.M6.8 S3.M12.8 S4.M3.8	<p>2. Title of Activity: Warmup</p>	Kinesthetic Movement Models and	A, B, C Communication

		<p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity: Dragontails (Flag Tag): 1 student is “it” and tries to get other students out by pulling their flag off. Play as many rounds as needed.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Flag belts</p>	<p>Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>Collaboration</p> <p>Critical Thinking</p>
1, 2	S3.M6.8 S3.M12.8 S4.M3.8	<p>3. Title of Activity: Warmup</p> <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity: Deck of Cards/ Fitness Dice: The students begin by jogging around the perimeter of the gym (1-2 minutes). The students are prompted to stop and a student is chosen to pick a card out of the deck. The card value has a predetermined correlating exercise that is posted somewhere in the gym. For example, if a student chooses the “queen” card, the teacher can announce that they will now do 10 burpees. Students are then prompted to begin jogging again (or skipping, hopping, grapevine, etc). Alternatively, instead of picking a card, they can roll the dice in the middle of the gym. Each number on the dice has a correlating exercise. Total time is up to 10 minutes.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition 	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

		Resources: Soft sided dice, fitness dice, playing cards, white board		
1, 2	S3.M6.8 S3.M12.8 S4.M3.8	<p>4. Title of Activity: Warmup</p> <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity: Exercise prompts via workout websites that lead students through a range of stretches, aerobic exercises, strength exercises, etc. These websites allow you to customize the theme (which fitness component you want to focus on), choose the specific exercise, how long each one is done, how long the total warmup is, etc.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> • Cardiovascular Endurance • Muscular Strength • Muscular Endurance • Flexibility <p>Resources: Laptop, projector, screen, speaker</p> <p>Appendix Documents: https://sworkit.com, https://www.fitnessblender.com/ cosmic yoga - youtube, www.fluencyandfitness.com</p>	Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing Effort Providing Recognition Providing Practice	A, B, C Communication Collaboration Critical Thinking
1, 2	S3.M6.8 S3.M12.8 S4.M3.8	<p>5. Title of Activity: Warmup</p> <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity Fitness Stations: Students are placed in groups and rotate through various fitness stations. Each station has the following posters posted. Name of station and the fitness component incorporated. Station examples can be sit ups, plank variations, yoga poses, squat jumps, tricep dips, push ups, lunges, jump rope, bicep curls, medicine ball hand off, step ups, etc. Students spend approx 1 minute at each station and total warmup time is approx 10-12 minutes.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> • Cardiovascular Endurance 	Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing Effort Providing	A, B, C Communication Collaboration Critical Thinking

		<ul style="list-style-type: none"> • Muscular Strength • Muscular Endurance • Flexibility • Body Composition <p>Resources: Fitness posters (see appendix documents), equipment will vary (mats, free weights, medicine balls, jump ropes, etc)</p> <p>Appendix Documents: https://docs.google.com/document/d/12O1yQl84XG7Pb_WFM1Ite8Skug_kKkINHhgZ9oAqXq8/edit</p>	<p>Recognition</p> <p>Providing Practice</p>	
1, 2	S3.M6.8 S3.M12.8 S4.M3.8	<p>6. Title of Activity: Warmup</p> <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity: YouTube Challenges</p> <ul style="list-style-type: none"> • Plank Challenge – Cha Cha Slide <ul style="list-style-type: none"> ▶ Cha Cha Slide Plank Challenge - DJ Casper • Baby Shark Ab Challenge <ul style="list-style-type: none"> ▶ Baby shark abs challenge!! • Uptown Abs <ul style="list-style-type: none"> ▶ Uptown Abs workout at Gymtastics Gym Club <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> • Cardiovascular Endurance • Muscular Strength • Muscular Endurance • Flexibility • Body Composition <p>Resources: Computer, projector, screen, speakers</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>
1, 2	S3.M6.8 S3.M12.8 S4.M3.8	<p>7. Title of Activity: Walking Fitness</p> <p>Objective: Students will walk in various settings (indoor/outdoor) in order to reach 7-8 on the RPE Effort Scale.</p> <p>Activity: Nature Walk, Track Walking, etc</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p>

		<p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> • Cardiovascular Endurance <p>Resources: https://maximizepotentialtx.com/blogs/sports-performance-training/the-rating-of-perceived-exertion-rpe-scale</p>	<p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>Critical Thinking</p>
1, 2	S3.M6.8	<p>8. Title of Activity: Cardio Endurance Activity</p> <p>Objective: Students will be able to demonstrate continued growth in a cardio endurance activity. Students may demonstrate this growth by either running the mile, improving mile time by calculating 1 lap splits, or running the pacer test.</p> <p>Skill/Strategy Practice: Running</p> <p>Competitive Games: 1 mile run, half mile run, pacer, step aerobics, tag games, roller skating</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> • Cardiovascular Endurance • Muscular Strength • Muscular Endurance • Flexibility • Body Composition <p>Resources: Track, gymnasium, pacer audio</p> <p>Appendix Documents: 📺 FitnessGram 20-Meter PACER Test OFFICIAL AUDIO (Part 1)</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

Unit 4: Resources

UNIT RESOURCES

Vocabulary:

- Physical Education Terms