PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Physical Education 8

Curriculum Writing Committee:

Adalyn Ross

Grade Level: 8

Date of Board Approval: _____

Course Weighting: Physical Education 8

Preparation	20%
Participation and Cooperation	40%
Skill and Rule Application	40%
Total	100%

Curriculum Map

Overview: The students will participate in a variety of physical activities such as team, individual, and lifetime sports as well as physical fitness activities. The students will learn teamwork, respect for others, rules and regulations, and care for equipment. Through Physical Education, the students will gain knowledge of their body and an enhanced health level. They will recognize the importance of physical activity and fitness throughout their lives to enhance their health and well-being. Activities and instructional strategies are geared toward the development of adolescents physically, cognitively, and affectively.

Goals:

- **Marking Period 1 / 3 (45 days) -** Students will be able to lead a physically active lifestyle and to understand that keeping their bodies healthy (physically, mentally, and socially)will contribute to their longevity.
    - **Unit 1: Team and Individual Sports - 30 days**
        - Increase the heart rate and effectively warm up the body for activity during the warm-up activities/exercises in the gymnasium.
        - Develop fundamental knowledge of the sport and skills involved.
        - Learn and apply basic rules, strategies, positions, and skills of the sport.
        - Develop social skills by focusing on sportsmanship, teamwork, and cooperation with their classmates.
        - Learn and perform the skills and strategies necessary to participate in each sport.
        - Analyze the physical fitness benefits of participating in sports.
        - Give examples of the components of fitness utilized in the day's lesson.
    - **Unit 2: Interactive and Cooperative Games - 10 days**
        - Increase the heart rate and effectively warm up the body for activity during the warm-up activities/exercises in the gymnasium.
        - Apply basic rules, strategies, positioning, and skills of the cooperative activity.

        - Develop social skills by focusing on sportsmanship, teamwork, and cooperation with their classmates.
        - Learn and perform the skills and strategies necessary to participate in the game activity.
        - Analyze the physical fitness benefits of participating in different physical activities.
    - **Unit 3: Lifetime Fitness - 5 days**
        - Increase the heart rate and effectively warm up the body for activity during the warm-up activities/exercises in the gymnasium.
        - Calculate their target heart rate zone before exercise, after, and during the recovery period.
        - Develop an appropriate pace to reach the healthy fitness zone when participating in FITNESSGRAM activities such as the PACER and mile run.
        - Analyze the physical fitness benefits of participating in different physical activities.
- **Marking Period 2 / 4 (45 days) -** Students will be able to lead a physically active lifestyle and to understand that keeping their bodies healthy (physically, mentally, and socially) will contribute to their longevity.
    - **Unit 1: Team and Individual Sports - 30 days**
        - Increase the heart rate and effectively warm up their body for activity during the warm-up activities/exercises in the gymnasium.
        - Develop fundamental knowledge of the sport and skills involved.
        - Learn and apply basic rules, strategies, positions and skills of the sport.
        - Develop social skills by focusing on sportsmanship, teamwork and cooperation with their classmates.
        - Learn and perform the skills and strategies necessary to participate in each sport.
        - Analyze the physical fitness benefits of participating in sports.
        - Give examples of the components of fitness utilized in the day's lesson.
    - **Unit 2: Interactive and Cooperative Games - 10 days**
        - Increase the heart rate and effectively warm up their body for activity during the warm-up activities/exercises in the gymnasium.
        - Apply basic rules, strategies, positioning, and skills of the cooperative activity.
        - Develop social skills by focusing on sportsmanship, teamwork, and cooperation with their classmates.
        - Learn and perform the skills and strategies necessary to participate in the game activity.
        - Analyze the physical fitness benefits of participating in different physical activities.
    - **Unit 3: Lifetime Fitness - 5 days**
        - Increase the heart rate and effectively warm up their body for activity during the warm-up activities/exercises in the gymnasium.
        - Calculate their target heart rate zone before exercise, after, and during the recovery period.

- Develop an appropriate pace to reach the healthy fitness zone when participating in FITNESSGRAM activities such as the PACER and mile run.
- Analyze the physical fitness benefits of participating in different physical activities.

Big Ideas:

- Students are responsible for safety during organized group activities.
- Describe and apply game strategies to complex games and physical activities, including offensive strategies, defensive strategies, and time management.
- Analyze the effects of positive and negative interactions of adolescent group members in physical activities.
- Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

Textbook and Supplemental Resources: No textbook. Equipment needed for games and activities.

- **Primary Textbook Name**
  - **Textbook ISBN:**
  - **Textbook Publisher/Year of Publication:**

- **Supplemental Resources:**
  - Open Phys Ed - https://open.varsityuniversity.org/
  - SPARK PE: https://sparkpe.org/curriculum/middle-school/
  - Center of Disease Control (CDC): https://www.cdc.gov/physical-activityeducation/about/index.html
  - The PE Specialist: https://www.thepespecialist.com/
  - SHAPE America Grade Level Outcomes: https://www.shapeamerica.org/standards/pe/new-pe-standards.aspx
  - Society of Health and Physical Educators (SHAPE): https://www.shapeamerica.org/
  - Society of Health and Physical Educators Pennsylvania (SHAPE PA): https://www.shape-pa.org/

Curriculum Plan

Unit 1: Team and Individual Sports

Standards: 10.3.9A, 10.3.9C, 10.3.9D, 10.4.9A, 10.4.9B, 10.4.9C, 10.4.9D, 10.4.9E, 10.4.9F, 10.5.9A, 10.5.9B, 10.5.9C, 10.5.9F

- **10.3.9A:** Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.
    - Modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle)
    - Violence prevention in school
    - Self-protection in the home
    - Self-protection in public places
- **10.3.9C:** Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
    - Effective negotiation
    - Assertive behavior
- **10.3.9D:** Analyze the role of individual responsibility for safety during the organized group activities.
- **10.4.9A:** Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
- **10.4.9B**: Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
    - Stress management
    - Disease prevention
    - Weight management
- **10.4.9C:** Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
    - Exercise (e.g., climate, altitude, location, temperature)
    - Healthy fitness zone
    - Individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)
    - Drug/substance abuse
- **10.4.9D:** Analyze factors that affect physical activity preferences of adolescents.
    - Skill competence
    - Social benefits
    - Previous experience
    - Activity confidence
- **10.4.9E:** Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.
    - Personal choice
    - Developmental differences
    - Amount of physical activity
    - Authentic practice
- **10.4.9F:** Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

    - Group dynamics
    - Social pressure
- **10.5.9A:** Describe and apply the components of skill-related fitness to movement performance.
    - Agility
    - Balance
    - Coordination
    - Power
    - Reaction time
    - Speed
- **10.5.9B:** Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.
    - Response selection
    - Stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)
    - Types of skill (i.e. discrete, serial, continuous)
- **10.5.9C:** Identify and apply practice strategies for skill improvement.
- **10.5.9F:** Describe and apply game strategies to complex games and physical activities.
    - Offensive strategies
    - Defensive strategies
    - Time management

Objectives:

- The students will identify their role regarding safety while participating in an activity. (DOK Level 1)
- The students will be able to summarize the critical elements of the activity. (DOK Level 2)
- The students will differentiate between the offensive and defensive strategies that are necessary for competition. (DOK Level 3)
- The students will create offensive and defensive plays for the given activity. (DOK Level 4)
- The students will analyze the benefits that regular participation in an activity has on their bodies. (DOK Level 4)
- The students will assess their heart rates at the beginning and end of the activity as well as during a 2-4 minute recovery period. (DOK Level 3)
- The students will compare game strategies across activities. (DOK Level 3)
- The students will analyze what factors influence physical activity preferences of adolescents and adults. (DOK Level 4)
- The students will critique sportsmanship during activities. (DOK Level 4)
- The students will synthesize ways to overcome negative interactions within a group. (DOK Level 4)
- The students will assess skills from one activity that could be transferred to another activity. (DOK Level 3)
- The students will predict how practice strategies can improve their skills. (DOK Level 2)
- The students will analyze how health related and skill related components of fitness affect performance. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- The following instructional methods can be used with each core activity based on the teacher choice of style: Command style, Practice style, Reciprocal style, Self-Check style, Inclusion style, Guided Discovery, Jigsaw learning episode, Think-Pair-Share learning episode, and/or Cooperative Learning. Examples of team sports that can be added include: flag football, soccer, softball, Ultimate Frisbee, basketball, volleyball, team handball, and floor hockey. The individual/dual sports unit includes: badminton, tennis, pickleball, wallyball, racquetball, and table tennis.
    - Instruction on the rules for the given activity and area.
    - Inspect equipment before and after its use, and will report problems.
    - Warm-up and cool-down activities.
    - Description of both health-related and skill-related components of physical fitness.
    - Heart rate monitoring.
    - Individual practice drills of the critical elements.
    - Partner practice drills of the critical elements and offensive and defensive strategies.
    - Lead up games with rules explanation.
    - Modified game play with rules explanation.
    - Regulation game and/or Tournament play with rules/scoring explanation.
    - Writing/journal assignment and/or completion of Activity Response sheets.

Assessments:

- **Diagnostic:** Skills and game concept observation. Teachers may interview various students.

- **Formative:** Teacher will conduct a question and answer session following selected activities.

- **Summative:** Writing/Journal Assignment, completion of Activity Response Sheets, structured observation, and performance tasks.

- **Correctives:** Based on teacher observation, the teacher may intervene to reteach skills that students may not have acquired.

- **Extensions:** Students who exhibit high skill and cooperative skills will be given further opportunities/challenges to compete against one another.

Unit 2: Interactive and Cooperative Games

Standards: 10.1.9A, 10.2.9D, 10.3.9A, 10.3.9C, 10.3.9D, 10.4.9A, 10.4.9B, 10.4.9D, 10.4.9E, 10.4.9F, 10.5.9E

- **10.1.9A:** Analyze factors that impact growth and development between adolescence and adulthood.
    - Relationships (e.g., dating, friendships, peer pressure)
    - Interpersonal communication
    - Risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)
    - Abstinence
    - STD and HIV prevention
    - Community
- **10.2.9D:** Analyze and apply a decision-making process to adolescent health and safety issues.
- **10.3.9A:** Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.
    - Modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle)
    - Violence prevention in school
    - Self-protection in the home
    - Self-protection in public places
- **10.3.9C:** Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
    - Effective negotiation
    - Assertive behavior
- **10.3.9D:** Analyze the role of individual responsibility for safety during the organized group activities.
- **10.4.9A:** Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
- **10.4.9B**: Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
    - Stress management
    - Disease prevention
    - Weight management
- **10.4.9D:** Analyze factors that affect physical activity preferences of adolescents.
    - Skill competence
    - Social benefits
    - Previous experience
    - Activity confidence
- **10.4.9E:** Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.
    - Personal choice
    - Developmental differences
    - Amount of physical activity
    - Authentic practice

- **10.4.9F:** Analyze the effects of positive and negative interactions of adolescent group members in physical activities.
    - Group dynamics
    - Social pressure
- **10.5.9E:** Analyze and apply scientific and biomechanical principles to complex movements.
    - Centripetal/centrifugal force
    - Linear motion
    - Rotary motion
    - Friction/resistance
    - Equilibrium
    - Number of moving segments

Objectives:

- The students will identify their role regarding safety while participating in an activity. (DOK Level 1)
- The students will be able to summarize the critical elements of the activity. (DOK Level 2)
- The students will analyze the benefits that regular participation in an activity has on their bodies. (DOK Level 4)
- The students will assess their heart rates at the beginning and end of the activity as well as during a 2-4 minute recovery period. (DOK Level 3)
- The students will apply social and interpersonal strategies to each activity. (DOK Level 4)
- The students will describe what factors influence their physical activity preferences. (DOK Level 1)
- The students will critique sportsmanship during activities. (DOK Level 4)
- The students will identify negative interactions within a group and describe ways to overcome these types of interactions. (DOK Level 1)
- The students will identify skills from one activity that could be transferred to another activity. (DOK Level 1)
- The students will predict how practice strategies can improve their skills. (DOK Level 2)
- The students will recognize how muscular strength, muscular endurance, and cardiorespiratory endurance affect individual participation in different activities. (DOK Level 1)
- The students will identify what a group initiative is and what debriefing an initiative is. (DOK Level 1)
- The students will identify and describe the importance of self-respect and respect for the diversity of others during a group initiative. (DOK Level 1)
- The students will analyze the importance of communication in group initiatives. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- The following instructional methods can be used with each core activity based on the teacher choice of style: Command style, Guided Discovery, Self-Check, Practice style, Reciprocal style, Inclusion style, Guided Discovery, Jigsaw learning episode, Think-

Pair-Share learning episode, and/or Cooperative learning. The interactive and cooperative games units will include a variety of activities, such as Pins and Rims, One Pitch Kickball, and Gold Rush, that enhance leadership and interpersonal skills.

- Instruction on the rules for the given activity and area.
- Inspect equipment before and after its use, and will report problems.
- Warm-up and cool-down activities.
- Description of physical fitness components (health-related or skill-related).
- Heart rate monitoring.
- Lead up games/activities with rules explanation.
- Modified game/activity play with rules explanation.
- Teacher explanation of the importance of communication and debriefing.
- Student cooperation and participation in group initiatives.
- Student cooperation and participation in debriefing activities (reflection).
- Writing assignment/journal assignment and/or completion of Activity Response sheets.

Assessments:

- **Diagnostic:** Skills and game concept observation. Teachers may interview various students.
- **Formative:** Teacher will conduct a question and answer session following selected activities.
- **Summative:** Writing/Journal Assignment, completion of Activity Response Sheets, structured observation and performance tasks.
- **Correctives:** Based on teacher observation, the teacher may intervene to reteach skills that students may not have acquired.
- **Extensions:** Students who exhibit high skill and cooperative skills will be given further opportunities/challenges to compete against one another.

Unit 3: Lifetime Fitness

Standards: 10.3.9A, 10.3.9C, 10.3.9D, 10.4.9A, 10.4.9B, 10.4.9C, 10.4.9D, 10.4.9E, 10.4.9F, 10.5.9A, 10.5.9B, 10.5.9C, 10.5.9D

- **10.3.9A:** Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.
    - Modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle)
    - Violence prevention in school
    - Self-protection in the home
    - Self-protection in public places
- **10.3.9C:** Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
    - Effective negotiation
    - Assertive behavior
- **10.3.9D:** Analyze the role of individual responsibility for safety during the organized group activities.
- **10.4.9A:** Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
- **10.4.9B**: Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
    - Stress management
    - Disease prevention
    - Weight management
- **10.4.9C:** Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
    - Exercise (e.g., climate, altitude, location, temperature)
    - Healthy fitness zone
    - Individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)
    - Drug/substance abuse
- **10.4.9D:** Analyze factors that affect physical activity preferences of adolescents.
    - Skill competence
    - Social benefits
    - Previous experience
    - Activity confidence
- **10.4.9E:** Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.
    - Personal choice
    - Developmental differences
    - Amount of physical activity
    - Authentic practice
- **10.4.9F:** Analyze the effects of positive and negative interactions of adolescent group members in physical activities.
    - Group dynamics
    - Social pressure

- **10.5.9A:** Describe and apply the components of skill-related fitness to movement performance.
    - Agility
    - Balance
    - Coordination
    - Power
    - Reaction time
    - Speed
- **10.5.9B:** Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.
    - Response selection
    - Stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)
    - Types of skill (i.e. discrete, serial, continuous)
- **10.5.9C:** Identify and apply practice strategies for skill improvement.
- **10.5.9D:** Identify and describe the principles of training using appropriate vocabulary.
    - Specificity
    - Overload
    - Progression
    - Aerobic/anaerobic
    - Circuit/interval
    - Repetition/set

Objectives:

- The students will identify the basic skills needed to execute participation in the selected activity. (DOK Level 1)
- The students will apply a combination of basic movement skills and concepts in various fitness activities. (DOK Level 1)
- The students will use internal and external feedback to analyze and modify movement during their performances. (DOK Level 4)
- The students will recognize that lifetime fitness activities can provide for positive social interaction. (DOK Level 4)
- The students will analyze why certain rules and etiquette are important for participation in lifetime fitness activities. (DOK Level 1)
- The students will differentiate between the five components of fitness. (DOK Level 3)
- The students will design a regular exercise routine that incorporates the components of fitness. (DOK Level 4)
- The students will analyze their heart rate multiple times during the period (pre, post, and recovery from the activity). (DOK Level 4)
- The students will identify their role in regard to safety while participating in an activity. (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

- The following instructional methods can be used with each core activity based on the teacher's choice of style: Command style, Guided Discovery, Practice style, Reciprocal style, Self-Check style, Inclusion style, Guided Discovery, Jigsaw learning episode, Think-Pair-Share learning episode, and/or Cooperative Learning. The lifetime activities

can include walking, swimming, lawn games, strength training and fitness activities, and dance.
    - Instruction on the rules for the given activity and area.
    - Inspect equipment before and after its use, and will report problems.
    - Warm-up and cool-down activities.
    - Heart rate monitoring.
    - Individual and/or partner practice drills of the critical elements.
    - Physical Fitness components explained (either health or skill-related).
    - Explanation of FITT Principle and the Principle of Specificity.
    - Creation of a fitness routine using Fitness Principles.
    - Writing assignment/journal assignment and/or completion of Activity Response sheets.

Assessments:

- **Diagnostic:** Skills and game concept observation. Teachers may interview various students.

- **Formative:** Teacher will conduct a question and answer session following selected activities. Teacher will observe progress during the PACER test and mile run.

- **Summative:** Writing/Journal Assignment, completion of Activity Response Sheets, structured observation and performance tasks.

- **Correctives:** Based on teacher observation, the teacher may intervene to reteach skills that students may not have acquired.

- **Extensions:** Students who exhibit high skill and cooperative skills will be given further opportunities/challenges to compete against one another.