



WELLNESS—PHYSICAL EDUCATION 8TH

Approved by KSD Board of Education: 2-3-2025

Course Description:

8th Grade Physical Education is a year-long physical education course designed to equip students with essential movement skills, a strong understanding of principles of fitness and goal setting, and the character traits needed to thrive in any physical activity setting. Throughout the year, we will emphasize the importance of teamwork, sportsmanship, effective communication, and personal reflection as cornerstones of a positive and productive PE experience. These values will be woven into every unit, helping students develop not only physically but also as responsible and respectful individuals.

Grade Level: 8th Grade (yearlong)

Unit Scope and Sequence

Unit 1: Social Skills and Active Engagement

Unit 2: Fitness

Unit 3: Striking Games

Unit 4: Throwing and Catching Games

Course Enduring Understandings:

- Engaging in physical activity requires a balanced approach that integrates teamwork, sportsmanship, communication, and safe behavior to create a supportive environment where all participants can learn, grow, and enjoy movement.
- Reflection on personal experiences and motivations fosters self-awareness, helping individuals appreciate the intrinsic value of physical activity.
- Developing physical skills— hitting, dribbling, offensive and defensive tactics — relies on proper technique, whole-body coordination, and consistent practice.
- Understanding the components of fitness and aligning body mechanics with movement techniques not only improves performance but also decreases the risk of injury, promoting lifelong physical health and wellness.

Course Essential Questions:

- How can teamwork and mutual support enhance performance and help achieve common goals in physical activity?
- How can reflecting on my experiences in physical activity help me identify what motivates me and improve my performance?
- What is fitness, and why is it essential for maintaining overall health and well-being?
- What are key techniques for improving my sports-related skills, and how do I practice and refine these skills?

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Unit 1: Social Skills and Active Engagement

This year-long ongoing unit will be incorporated in all physical activity units. This unit is designed to emphasize the importance of teamwork, sportsmanship, effective communication, and personal reflection in creating positive and productive experiences during physical activities. Students will explore the key components that contribute to a respectful, inclusive, and safe environment where everyone can participate, learn, and enjoy movement. They will develop an understanding of good sportsmanship, discover how to work effectively as part of a team, and reflect on their own personal experiences and motivations to enhance their physical activity engagement.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Teamwork, sportsmanship, and effective communication are essential for positive and productive experiences in physical activity. - Safe and respectful behavior creates a supportive environment where everyone can participate, learn, and enjoy physical activity. - Reflecting on personal experiences and motivations can lead to greater self-awareness and a deeper appreciation for physical activity.	- What does good sportsmanship look like, sound like, and feel like in different situations? - How can we work together as a team to support one another and achieve common goals during physical activity? - In what ways does showing respect and consideration for others enhance the experience and success of a group activity? - How can reflecting on my experiences help me understand what motivates me in physical activity?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Teamwork - Sportsmanship - Inclusion - Communication - Self-advocacy - Safe game play - Gym etiquette	- Maintain safety by keeping hands and body to self and using equipment as instructed. - Positively contribute to class with words and attitude. - Play their part and encourage others to do so as well. - Advocate for themselves when they need support. - Model safe behavior, both emotionally and physically, for other students. - Follow game rules to ensure fair and safe gameplay for all. - Self-assess and reflect on which physical activities increase students' intrinsic motivation and why.

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Unit 1: Social Skills and Active Engagement

Missouri Learning Standards

Priority Standard 3: Develops social skills through movement

Supporting Standards:

- Demonstrates consideration for others and contributes positively to the group or team (3.8.2).
- Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment (3.8.7).

Priority Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity

Supporting Standards:

- Participates in a variety of physical activities that can positively affect personal health (4.8.3).
- Connects how choice and personal interests impact individual engagement in physical activity (4.8.4).

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Unit 2: Fitness

This unit focuses on equipping students with the knowledge and tools to design and achieve their unique fitness goals. Students will learn how to leverage self-assessment, goal-setting principles, and effective tracking methods to create a personalized fitness plan that aligns with their individual needs, lifestyle, and aspirations.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• It's important to self-select fitness goals to meet an individual's needs and desired outcomes. • Monitoring and responsively adapting training increases success in meeting fitness goals.	• Based on my lifestyle, ability, and personal goals, which areas of fitness would I like to improve in? • How can I set and track realistic fitness goals to stay motivated and see progress? • How will I know when I've met my fitness goals or when I need to adjust my fitness plan?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Goal-setting • Fitness tracking • Self-assessment • Principles of exercise • Progression • Overload • Specificity	• Self-select and perform individual fitness assessments. • Set fitness goals based on self-assessment. • Design and implement a plan using the principles of overload and specificity while monitoring progression to achieve desired fitness results.

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Unit 2: Fitness

Missouri Learning Standards

Priority Standard 2: Applies knowledge related to movement and fitness concepts.

Supporting Standards:

- Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment (2.8.10).
- Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity (2.8.11).

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Unit 3: Striking Games

This unit focuses on mastering the fundamental techniques of striking and dribbling, both essential skills for success in various striking game situations. Students will learn how to properly grip and position their bodies for effective strikes, enhance their timing to maximize power and accuracy, and improve their ability to control an object while dribbling in different directions. By developing these skills, students will gain the ability to apply their knowledge in small-sided games, helping them to create scoring opportunities, support teammates, and control the flow of play.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Mastering proper grip, hand placement, and body positioning are essential for effective use of skills in different game situations. - Having awareness of timing is crucial for maximizing success in small-sided games and other activities. - The fundamentals of proper swing mechanics directly impact the power and accuracy of a strike.	- What is the proper stance and body positioning to strike a self-tossed or pitched ball effectively? - How does the timing of my swing affect the accuracy and power of my strike? - How can I adjust my swing based on where I want the ball to go? - How can I maintain control of the object while dribbling in different directions? - What is the importance of keeping the object close to me while dribbling, and how can I control its speed?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Proper grip and hand placement - Body positioning and balance - Timing and accuracy - Swing mechanics - Change of speed and direction - Vision and awareness	- Demonstrate the fundamentals of a proper swing, including the followthrough for maximum power and control. - Demonstrate the ability to change direction and accelerate or decelerate while maintaining possession of the ball or object. - Apply striking and dribbling skills in small-sided games to open space, create scoring opportunities, or support teammates.

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Unit 3: Striking Games

Missouri Learning Standards

Priority Standard 1: Develops a variety of motor skills.

Supporting Standards:

- Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games (1.8.7).
- Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided (1.8.16).

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Unit 4: Catch-Play and Invasion Games

This unit goes beyond just physical skills by developing students' abilities to read the game, anticipate opponents' actions, and make smart decisions on both offense and defense in invasion games and other sports. Students will learn specific strategies to apply during game play that increase their confidence and contribution to their team.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Creating open space is fundamental to offensive success in most sports. • Movement without the ball is just as important as movement with the ball when it comes to creating open space. • Creating open space requires constant adjustment based on the position of the ball, teammates, and opponents. • Effective defensive movement, both individually and as a team, is essential for restricting the offense's options.	• Why is creating open space important in offensive play? • What are the different ways a player can create open space for themselves when they have the ball? • What individual skills are necessary for creating open space? • What are the advantages of using man-to-man or zone defense? • How can I anticipate an offensive move to gain possession or advantage in a game?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Offense • Possession • Cutting • Give and go • Passing • Fakes • Dribbling • Off-ball movement • Man-to-man defense • Zone defense • Anticipation	• Move with a purpose in games: Making purposeful runs, cuts, and movements to create space and passing lanes. • Adapt offensive movements based on whether the defense is playing man-to-man or zone. • Anticipate the offense's movements and passes by reading the offense and predicting where the ball will go. • Use verbal and non-verbal signals to coordinate defensive movements and rotations.

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Unit 4: Catch-Play and Invasion Games

Missouri Learning Standards

Priority Standard 1: Develops a variety of motor skills.

Supporting Standards:

- Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense) (1.8.18).

Priority Standard 2: Applies knowledge related to movement and fitness concepts

Supporting Standards:

- Demonstrates knowledge of reducing open space with movement and denial in invasion games (2.8.3).