



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## 8th Grade Physical Education Curriculum

**Course Description:** This course applies the principles, practices and the importance of lifelong fitness. Students will focus on rules, sportsmanship, and skill technique for a variety of sports and recreational activities. Fitness assessments will be completed to determine fitness goals with the goal of improving overall fitness and health. Students will be able to apply the connection between health and regular physical activity after completing this course. This course cannot be repeated.

### Scope and Sequence:

| Timeframe | Unit                   | Instructional Topics                                                                                 |
|-----------|------------------------|------------------------------------------------------------------------------------------------------|
| Ongoing   | Foundations of Fitness | Topic 1: Fitness Testing/Health-related Fitness<br>Topic 2: Strength and Conditioning                |
| Ongoing   | Sports and Recreation  | Topic 1: Team Sports<br>Topic 2: Individual/Dual Sports<br>Topic 3: Lifetime/Recreational Activities |

**Curriculum Standards:** SHAPE America National Physical Education Standards (6-8)

# Curriculum Revision Tracking

## Fall 2025

- Replaced 2013 standards and ISTE Standards with newly adopted Shape American National PE Standards adopted by DESE.
- Learning targets added to all units
- Renamed the first topic in Unit 1 to Fitness Assessment/Health-Related Fitness
- Modified length of time on some engaging experiences to be more accurate
- Added “walking” as a lifetime activity under recreational activities experience to acknowledge the health benefits and introduce students to the option of taking “Walking for Fitness” in high school.

## Unit 1: Foundations of Fitness

**Subject:** Physical Education

**Grade:** 8

**Name of Unit:** Foundations of Fitness

**Length of Unit:** Ongoing

**Overview of Unit:** Students will measure each component of health-related fitness and compare individual scores to the healthy fitness zone. Students will then analyze scores and create personal, smart goals for Spring post-test. Students will enhance their personal fitness goal according to the components of the exercise principles of overload, progression, and specificity and how they relate to exercise. Students will learn and understand the safe and unsafe practices of using fitness equipment.

**Priority Standards for unit:**

- NPES 6-8.2: Applies knowledge related to movement and fitness concepts.
- NPES 6-8.4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

**Supporting Standards for unit:**

- NPES.6-8.1: Develops a variety of motor skills.

**Priority Standard: NPES 6-8.2:** Applies knowledge related to movement and fitness concepts.

| Learning Targets                                                                                                                                       | Webb's DOK Level |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                                                                        | Bloom's Level    |
| The student will self-select and monitor physical activity goals based on a self-selected health-related fitness assessment.                           | 4                |
|                                                                                                                                                        | Evaluating       |
| The student will implement the principles of exercise (FITT, progression, overload, and specificity) for different types of physical activity.         | 3                |
|                                                                                                                                                        | Evaluating       |
| The student will apply knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. | 2                |
|                                                                                                                                                        | Applying         |

| The student identifies ways to be physically active.                                                                                                  | 1                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                                                                       | Understanding    |
| <b>Priority Standard: NPES 6-8.4:</b> Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. |                  |
| Learning Targets                                                                                                                                      | Webb's DOK Level |
|                                                                                                                                                       | Bloom's Level    |
| The student will participate in a variety of physical activities that can positively affect personal health.                                          | 2                |
|                                                                                                                                                       | Applying         |
| The student will connect how choice and personal interests impact individual engagement in physical activity.                                         | 3                |
|                                                                                                                                                       | Analyzing        |
| The student will set goals to participate in physical activities based on examining individual ability.                                               | 3                |
|                                                                                                                                                       | Evaluating       |

**Essential Questions:**

1. How is my personal health-related fitness (according to the healthy fitness zone)?
2. How can we use the exercise principles of overload, progression, and specificity to enhance our workouts?
3. Why is it important to know safe/unsafe practices using fitness equipment?

**Enduring Understanding/Big Ideas:**

1. Being physically fit enhances quality of life.
2. Fitness assessments allow each individual to identify their personal fitness level.
3. Recognizing weaknesses in health-related fitness allows individuals to assess and set goals to improve overall health.

**Unit Vocabulary:**

| Academic Cross-Curricular Words           | Content/Domain Specific                                                                                                          |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Strategy<br>Goal<br>Measure<br>Resistance | Health-related Fitness<br>Muscular Strength<br>Muscular Endurance<br>Flexibility<br>Cardiovascular Endurance<br>Body Composition |

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will record fitness test scores into their personal fitness portfolio and compare scores to the healthy fitness zone. Students will choose one component/test and create strategies for improvement. After the completion of post-testing (toward the end of the year), students will reflect on whether they did or did not meet their goal and why.

## Topic 1: Fitness Testing

### **Engaging Experience 1**

**Title:** Fitness Testing

**Suggested Length of Time:** 1-2 days per test (Fall and Spring)

#### **Standards Addressed**

##### *Priority:*

- NPES 6-8.2: Applies knowledge related to movement and fitness concepts.
- NPES 6-8.4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

##### *Supporting:*

- NPES.6-8.1: Develops a variety of motor skills.

**Detailed Description/Instructions:** Students will measure components of health-related fitness by completing the following fitness test: Mile Run and/or Pacer, Push-up, Curl-up, Sit and Reach

**Bloom's Levels:** Apply

**Webb's DOK:** 4

## Topic 2: Strength and Conditioning

### **Engaging Experience 1**

**Title:** Fitness Enhancement

**Suggested Length of Time:** 5-15 days

#### **Standards Addressed**

##### *Priority:*

- NPES 6-8.2: Applies knowledge related to movement and fitness concepts.
- NPES 6-8.4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

##### *Supporting:*

- NPES.6-8.1: Develops a variety of motor skills.

**Detailed Description/Instructions:** Students will participate in comprehensive strength and conditioning activities that will include low weight and high repetitions. Exercises will target specific major muscle groups. Students will enhance their personal fitness goals according to the FITT principle.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Summary of Engaging Learning Experiences for Topics

| Topic                                     | Engaging Experience Title | Description                                                                                                   | Suggested Length of Time |
|-------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------|
| Fitness Assessment/Health-related Fitness | Fitness Testing           | Students will measure components of health-related fitness by completing a fitness test.                      | 1-2 days per test        |
| Strength and Conditioning                 | Fitness Enhancement       | PA1C8a Identify exercise principles of overload, progression, and specificity and how they relate to exercise | 5-15 Days                |

## Unit 2: Sports and Recreation

**Subject:** Physical Education

**Grade:** 8

**Name of Unit:** Sports and Recreation

**Length of Unit:** Ongoing

**Overview of Unit:** For each topic, students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice).

**Priority Standards for unit:**

- NPES.6-8.1: Develops a variety of motor skills.
- NPES 6-8.3: Develops social skills through movement.

**Supporting Standards for unit:**

- NPES 6-8.4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

**Priority Standard: NPES.6-8.1:** Develops a variety of motor skills.

| Learning Targets                                                                                                                                 | Webb's DOK Level |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                                                                  | Bloom's Level    |
| The student will demonstrate correct technique in a variety of outdoor activities.                                                               | 2                |
|                                                                                                                                                  | Applying         |
| The student will demonstrate a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. | 2                |
|                                                                                                                                                  | Applying         |
| The student will demonstrate a dribbling skill in a variety of practice tasks and small-sided games.                                             | 2                |
|                                                                                                                                                  | Applying         |
| The student will demonstrate multiple techniques to create open space during a variety of practice tasks and small-sided games (offense).        | 3                |
|                                                                                                                                                  | Analyzing        |

| The student will demonstrate a defensive ready position in a variety of practice tasks and small-sided games.                 | 2                |
|-------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                                               | Applying         |
| <b>Priority Standard: NPES 6-8.3:</b> Develops social skills through movement.                                                |                  |
| Learning Targets                                                                                                              | Webb's DOK Level |
|                                                                                                                               | Bloom's Level    |
| The student will understand and accept others' differences during a variety of physical activities.                           | 2                |
|                                                                                                                               | Understanding    |
| The student will demonstrate the ability to follow game rules in a variety of physical activity situations.                   | 2                |
|                                                                                                                               | Applying         |
| The student will recognize and implement safe and appropriate behaviors during physical activity and with exercise equipment. | 2                |
|                                                                                                                               | Applying         |
| The student will solve problems amongst teammates and opponents.                                                              | 3                |
|                                                                                                                               | Evaluating       |
| The student will apply and respect the importance of etiquette in a physical activity setting.                                | 2                |
|                                                                                                                               | Applying         |

**Essential Questions:**

1. Why are the basic rules necessary for team, individual/dual, and recreational sports and games?
2. Why are fundamental skills required for successful participation in each sport/game?
3. How can a person strategize for success on offense/defense?

**Enduring Understanding/Big Ideas:**

1. Team, individual/dual, and recreational sports/games have specific skills necessary for successful participation.
2. Rules are an essential element in team, individual/dual, and recreational sports/games.
3. Students should recognize individual and team strengths and weaknesses to be able to strategize for offense and defense.

**Unit Vocabulary:**

| Academic Cross-Curricular Words                                    | Content/Domain Specific |
|--------------------------------------------------------------------|-------------------------|
| Team<br>Fundamental skills<br>Sportsmanship<br>Strategy<br>Success | Offense<br>Defense      |

**Engaging Scenario**

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will demonstrate intermediate skills and knowledge in a game and/or tournament.

## Topic 1: Team Sports

### **Engaging Experience 1**

**Title:** Football, Volleyball, Basketball, Soccer

**Suggested Length of Time:** 3-7 days per sport

#### **Standards Addressed**

##### *Priority:*

- NPES.6-8.1: Develops a variety of motor skills.
- NPES 6-8.3: Develops social skills through movement.

##### *Supporting:*

- NPES 6-8.4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

**Detailed Description/Instructions:** Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include football, volleyball, basketball, and/or soccer.

**Bloom's Levels:** Analyze

**Webb's DOK:** 4

## Topic 2: Individual/Dual Sports

### **Engaging Experience 1**

**Title:** Archery, Paddleball, Pickleball, Tennis, Pickleball

**Suggested Length of Time:** 3-7 days per sport

#### **Standards Addressed**

##### *Priority:*

- NPES.6-8.1: Develops a variety of motor skills.
- NPES 6-8.3: Develops social skills through movement.

##### *Supporting:*

- NPES 6-8.4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

**Detailed Description/Instructions:** Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include Archery, Paddleball, Pickleball, and/or Tennis.

**Bloom's Levels:** Apply

**Webb's DOK:** 4

## Topic 3: Lifetime/Recreational Activities

### **Engaging Experience 1**

**Title:** Volley tennis, Ultimate Frisbee/Football, Yoga, Pilates, Walking, or Pickleball

**Suggested Length of Time:** 3-7 days per sport

#### **Standards Addressed**

##### *Priority:*

- NPES.6-8.1: Develops a variety of motor skills.
- NPES 6-8.3: Develops social skills through movement.

##### *Supporting:*

- NPES 6-8.4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

**Detailed Description/Instructions:** Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include Volley tennis, Ultimate Frisbee/Football, Yoga, Pilates, Walking, or Pickleball.

**Bloom's Levels:** Apply

**Webb's DOK:** 4

## Summary of Engaging Learning Experiences for Topics

| Topic                                | Engaging Experience Title                                                        | Description                                                                                                                                                                                                                                                                                          | Suggested Length of Time |
|--------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Team Sports                          | Football, Volleyball, Basketball, Soccer                                         | Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include football, volleyball, basketball, and/or soccer. | 3-7 days per sport       |
| Individual/<br>Dual Sports           | Archery, Paddleball, Tennis, Pickleball                                          | Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include Archery, Paddleball, and/or Tennis.              | 3-7 days per sport       |
| Lifetime/<br>Recreational Activities | Volley tennis, Ultimate Frisbee/ Football, Yoga, Pilates, Walking, or Pickleball | Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include Volley tennis and/or Ultimate Frisbee/Football.  | 3-7 days per sport/ game |

# Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.