

Course Title: Physical Education – Eighth Grade

Board Approval Date: 10/15/12

Credit / Hours: NA

Course Description:

This course consists of fitness assessments, team sports, moderate and vigorous activities, aquatics, cooperative activities, and health and wellness. The fitness assessments consist of the mile run, curl ups, pull ups, push-ups, sit & reach, and shuttle run. During the team sports unit the students will learn the rules, skills, and boundaries used to participate in basketball, soccer, volleyball, tchoukball, dodge ball, and pilo polo, flag football, ultimate frisbee. During the moderate and vigorous activities unit the students participate in yoga, resistance training, and cardiovascular fitness exercises. The aquatics unit emphasizes improving the different strokes, diving, water rescue skills, and the rules and skills of water polo. During the cooperative activities unit the students participate in games and activities that focus on improving teamwork, cooperation, and strategies. The fitness concepts unit concentrates on the six components of skill related physical fitness, how to improve each of the components, and how practicing each component can improve athletic ability.

Learning Activities / Modes of Assessment:

| | |
|-------------------------|---------------------|
| Large group instruction | Teacher Observation |
| Fitness Assessments | Tests and Quizzes |
| Goal Setting | |
| Teamwork | |
| Strategizing | |

Instructional Resources:

Fitness for Life (Human Kinetics, 2007)

Course Pacing Guide

Course: **Physical Education – Grade Eight**

| Course Unit (Topic) | Length of Instruction (Days/Periods) |
|-------------------------------------|---|
| 1. Fitness Assessment | 10 days |
| 2. Team Sports | 40 days |
| 3. Moderate and Vigorous Activities | 17 days |
| 4. Aquatics | 10 days |
| 5. Cooperative Activities | 2 days |
| 6. Fitness Concepts | <u>7 days</u> |
| DAYS TOTAL | 86 Days |

Topic: 1. Fitness Assessment

Days: 10

Subject(s): Physical Education

Grade(s): 8th

Know:

10.4.9.B – Essential

Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

- stress management
- disease prevention
- weight management

10.4.9.D – Essential

Analyze factors that affect physical activity preferences of adolescents.

- skill competence
- social benefits
- previous experience
- activity confidence

10.4.9.E – Essential

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

10.4.9.A - Analyze and engage in physical

Understand:

Fitness assessments help you to know your current fitness level.

Do:

10.4.9.A – Essential

Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

10.4.9.C – Essential

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 use/abuse

10.5.9.A – Essential

Describe and apply the components of skill-related fitness to movement performance.

- agility
- balance
- coordination
- power
- reaction time
- speed

10.5.9.E – Important

Analyze and apply scientific and biomechanical principles to complex movements.

- centripetal/centrifugal force
- linear motion
- rotary motion
- friction/resistance
- equilibrium
- number of moving segments

10.4.9.B - Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

Topic: 1. Fitness Assessment

Days: 10

Subject(s): Physical Education

Grade(s): 8th

Know:

Understand:

Do:

activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

10.4.9.C - Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.

10.5.9.A - Describe and apply the components of skill-related fitness to movement performance.

10.5.9.E - Analyze and apply scientific and biomechanical principles to complex movements.

- exercise (e.g., climate, altitude, location, temperature)
- healthy fitness zone
- individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)
- drug/substance use/abuse
- agility
- balance
- coordination
- power
- reaction time

10.4.9.D - Analyze factors that affect physical activity preferences of adolescents.

10.4.9.E - Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.

- stress management
- disease prevention
- weight management
- skill competence
- social benefits
- previous experience
- activity confidence
- personal choice
- developmental differences
- amount of physical activity
- authentic practice

Topic: 1. Fitness Assessment

Days: 10

Subject(s): Physical Education

Grade(s): 8th

Know:

Understand:

Do:

- speed
- centripetal/
centrifugal force
- linear motion
- rotary motion
- friction/resistance
- equilibrium
- number of moving
segments

| |
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Topic: 1. Fitness Assessment

Subject(s): Physical Education

Days: 10

Grade(s): 8th

Which standards are students learning in this unit?

10.4.9.A – Essential

Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

10.4.9.B – Essential

Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

- stress management
- disease prevention
- weight management

10.4.9.C – Essential

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 use/abuse

10.4.9.D – Essential

Analyze factors that affect physical activity preferences of adolescents.

- skill competence
- social benefits
- previous experience
- activity confidence

10.4.9.E – Essential

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

10.5.9.A – Essential

Describe and apply the components of skill-related fitness to movement performance.

- agility
- balance
- coordination
- power
- reaction time
- speed

Topic: 1. Fitness Assessment

Days: 10

Subject(s): Physical Education

Grade(s): 8th

10.5.9.E – Important

Analyze and apply scientific and biomechanical principles to complex movements.

- centripetal/centrifugal force
- linear motion
- rotary motion
- friction/resistance
- equilibrium
- number of moving segments

Topic: 2. Team Sports

Days: 40

Subject(s): Physical Education

Grade(s): 8th

Know:

10.4.9.B – Essential

Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

- stress management
- disease prevention
- weight management

10.5.9.F – Essential

Describe and apply game strategies to complex games and physical activities.

- offensive strategies
- defensive strategies
- time management

10.3.9.D – Essential

Analyze the role of individual responsibility for safety during organized group activities.

10.4.9.F – Compact

Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics
- social pressure

Understand:

Understand the mental, physical and social benefits of team sports, and the importance of sportsmanship, teamwork, and game strategies.

Do:

10.4.9.A – Essential

Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

10.5.9.A – Essential

Describe and apply the components of skill-related fitness to movement performance.

- agility
- balance
- coordination
- power
- reaction time
- speed

10.5.9.C – Essential

Identify and apply practice strategies for skill improvement.

10.5.9.F – Essential

Describe and apply game strategies to complex games and physical activities.

- offensive strategies
- defensive strategies
- time management

10.5.9.B – Essential

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)

10.3.9.D – Essential

Analyze the role of individual responsibility for safety during organized group activities.

10.4.9.B - Analyze the effects of regular participation in moderate to vigorous physical

Topic: 2. Team Sports

Days: 40

Subject(s): Physical Education

Grade(s): 8th

Know:

Understand:

Do:

| | | |
|---|--|---|
| <p>10.4.9.A - Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p>10.5.9.A - Describe and apply the components of skill-related fitness to movement performance.</p> <p>10.3.9.D - Analyze the role of individual responsibility for safety during organized group activities.</p> <p>10.4.9.B - Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <p>10.5.9.F - Describe and apply game strategies to complex games and physical activities.</p> <p>10.3.9.D - Analyze the role of individual responsibility for safety during organized group activities.</p> <p>10.4.9.F - Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <p>10.4.9.A - Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement</p> | | <p>activities in relation to adolescent health improvement.</p> <p>10.4.9.F - Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <p>10.4.9.A - Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p>10.5.9.A - Describe and apply the components of skill-related fitness to movement performance.</p> <p>10.5.9.C - Identify and apply practice strategies for skill improvement.</p> <p>10.5.9.F - Describe and apply game strategies to complex games and physical activities.</p> <p>10.5.9.B - Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p> <p>10.3.9.D - Analyze the role of individual responsibility for safety during organized group activities.</p> <p>10.4.9.B - Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <p>10.4.9.F - Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <ul style="list-style-type: none"> • stress management • disease prevention • weight management <ul style="list-style-type: none"> • group dynamics • social pressure <ul style="list-style-type: none"> • agility • balance • coordination • power • reaction time • speed <ul style="list-style-type: none"> • offensive strategies • defensive strategies |
|---|--|---|

Topic: 2. Team Sports

Days: 40

Subject(s): Physical Education

Grade(s): 8th

Know:

Understand:

Do:

of personal fitness and activity goals.
10.5.9.A - Describe and apply the components of skill-related fitness to movement performance.

- agility
- balance
- coordination
- power
- reaction time
- speed

- stress management
- disease prevention
- weight management

- offensive strategies
- defensive strategies
- time management

- group dynamics
- social pressure

- agility
- balance
- coordination
- power
- reaction time
- speed

- time management

- response selection
- stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)
- types of skill (i.e. discrete, serial, continuous)

- stress management
- disease prevention
- weight management

- group dynamics
- social pressure

Topic: 2. Team Sports

Days: 40

Subject(s): Physical Education

Grade(s): 8th

Which standards are students learning in this unit?

10.4.9.A – Essential

Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

10.4.9.B – Essential

Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

- stress management
- disease prevention
- weight management

10.5.9.A – Essential

Describe and apply the components of skill-related fitness to movement performance.

- agility
- balance
- coordination
- power
- reaction time
- speed

10.5.9.C – Essential

Identify and apply practice strategies for skill improvement.

10.5.9.F – Essential

Describe and apply game strategies to complex games and physical activities.

- offensive strategies
- defensive strategies
- time management

10.5.9.B – Essential

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)

10.3.9.D – Essential

Analyze the role of individual responsibility for safety during organized group activities.

Topic: 2. Team Sports

Days: 40

Subject(s): Physical Education

Grade(s): 8th

10.4.9.F – Compact

Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics
- social pressure

Topic: 3. Moderate and Vigorous Activities

Days: 17

Subject(s): Physical Education

Grade(s): 8th

Know:

10.3.9.D – Essential

Analyze the role of individual responsibility for safety during organized group activities.

10.4.9.E – Essential

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

9.1.8.A – Essential

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements
Dance:energy/
force, space,
time
Principles
Dance:choreography,
form, genre,
improvisation,
style, technique

10.4.9.E - 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

Understand:

How participation in moderate to vigorous activities can help you achieve fitness goals and improve your overall well being.

Do:

10.3.9.D – Essential

Analyze the role of individual responsibility for safety during organized group activities.

10.4.9.A – Essential

Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

10.5.9.A – Essential

Describe and apply the components of skill-related fitness to movement performance.

- agility
- balance
- coordination
- power
- reaction time
- speed

10.4.9.C – Essential

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 use/abuse

9.1.8.A – Essential

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements
Dance:energy/force, space, time
Principles
Dance:choreography, form, genre,
improvisation, style, technique

Topic: 3. Moderate and Vigorous Activities

Days: 17

Subject(s): Physical Education

Grade(s): 8th

Know:

- authentic practice

10.4.9.B - Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

- stress management
- disease prevention
- weight management

10.4.9.A - Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

10.5.9.A - Describe and apply the components of skill-related fitness to movement performance.

10.4.9.C - Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.

9.1.8.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

10.4.9.D - Analyze factors that affect physical activity preferences of adolescents.

- agility
- balance
- coordination
- power
- reaction time

Understand:

Do:

9.1.8.B – Essential

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Dance: move, perform, read and notate dance, create and choreograph, improvise

10.4.9.E - 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

10.4.9.B - Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

- stress management
- disease prevention
- weight management

10.3.9.D - Analyze the role of individual responsibility for safety during organized group activities.

10.4.9.C - 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)

10.4.9.E - Analyze factors that impact on the

Topic: 3. Moderate and Vigorous Activities

Days: 17

Subject(s): Physical Education

Grade(s): 8th

Know:

Understand:

Do:

| | | |
|---|--|---|
| <ul style="list-style-type: none"> • speed • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse • Dance:move, perform, read and notate dance, create and choreograph, improvise • skill competence • social benefits • previous experience • activity confidence | | <p>relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> • personal choice • developmental differences • amount of physical activity • authentic practice |
|---|--|---|

Topic: 3. Moderate and Vigorous Activities

Subject(s): Physical Education

Days: 17

Grade(s): 8th

Which standards are students learning in this unit?

10.3.9.D – Essential

Analyze the role of individual responsibility for safety during organized group activities.

10.4.9.E – Essential

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

10.4.9.A – Essential

Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

10.5.9.A – Essential

Describe and apply the components of skill-related fitness to movement performance.

- agility
- balance
- coordination
- power
- reaction time
- speed

10.4.9.C – Essential

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 use/abuse

Topic: 3. Moderate and Vigorous Activities

Subject(s): Physical Education

Days: 17

Grade(s): 8th

9.1.8.A – Essential

Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements

Dance: energy/force, space, time

Music: duration, intensity, pitch, timbre

Theatre: scenario, script/text, set design

Visual Arts: color, form/shape, line, space, texture, value

• Principles

Dance: choreography, form, genre, improvisation, style, technique

Music: composition, form, genre, harmony, rhythm, texture

Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice

Visual Arts: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony

9.1.8.B – Essential

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Dance: move, perform, read and notate dance, create and choreograph, improvise

Music: sing, play an instrument, read and notate music, compose and arrange, improvise

Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct

Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

10.4.9.D – Important

Analyze factors that affect physical activity preferences of adolescents.

skill competence

social benefits

previous experience

activity confidence

Topic: 4. Aquatics

Days: 10

Subject(s): Physical Education

Grade(s): 8th

Know:

10.3.9.B – Important

Describe and apply strategies for emergency and long-term management of injuries.

- rescue breathing
- water rescue
- self-care
- sport injuries

10.3.9.D – Essential

Analyze the role of individual responsibility for safety during organized group activities.

10.5.9.C – Essential

Identify and apply practice strategies for skill improvement.

10.4.9.D – Essential

Analyze factors that affect physical activity preferences of adolescents.

- skill competence
- social benefits
- previous experience
- activity confidence

Understand:

Students will understand how to perform different stroke mechanics, basic water rescue, pool safety, the rules, and skills used during aquatic games and activities.

Do:

10.3.9.B – Important

Describe and apply strategies for emergency and long-term management of injuries.

- rescue breathing
- water rescue
- self-care
- sport injuries

10.3.9.D – Essential

Analyze the role of individual responsibility for safety during organized group activities.

10.5.9.C – Essential

Identify and apply practice strategies for skill improvement.

10.4.9.A – Essential

Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

10.4.9.C – Essential

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 use/abuse

10.5.9.A – Essential

Describe and apply the components of skill-related fitness to movement performance.

- agility
- balance
- coordination
- power
- reaction time
- speed

Topic: 4. Aquatics

Days: 10

Subject(s): Physical Education

Grade(s): 8th

Know:

Understand:

Do:

10.4.9.E – Essential

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

10.4.9.F – Compact

Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics
- social pressure

10.3.9.B - Describe and apply strategies for emergency and long-term management of injuries.

- rescue breathing
- water rescue
- self-care
- sport injuries

10.3.9.D - Analyze the role of individual responsibility for safety during organized group activities.

10.5.9.C - Identify and apply practice strategies

10.5.9.C – Essential

Identify and apply practice strategies for skill improvement.

10.3.9.B - Describe and apply strategies for emergency and long-term management of injuries.

- rescue breathing
- water rescue
- self-care
- sport injuries

10.3.9.D - Analyze the role of individual responsibility for safety during organized group activities.

10.4.9.D - Analyze factors that affect physical activity preferences of adolescents.

10.4.9.E - Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.

10.4.9.F - Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- skill competence
- social benefits
- previous experience
- activity confidence
- personal choice
- developmental differences
- amount of physical activity
- authentic practice
- group dynamics
- social pressure

Topic: 4. Aquatics

Days: 10

Subject(s): Physical Education

Grade(s): 8th

Know:

Understand:

Do:

for skill improvement.
 10.4.9.A - Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.
 10.4.9.C - Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
 10.5.9.A - Describe and apply the components of skill-related fitness to movement performance.

- exercise (e.g., climate, altitude, location, temperature)
- healthy fitness zone
- individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)
- drug/substance use/abuse
- agility
- balance
- coordination
- power
- reaction time
- speed

Topic: 4. Aquatics

Subject(s): Physical Education

Days: 10

Grade(s): 8th

Which standards are students learning in this unit?

10.3.9.B – Important

Describe and apply strategies for emergency and long-term management of injuries.

- rescue breathing
- water rescue
- self-care
- sport injuries

10.3.9.D – Essential

Analyze the role of individual responsibility for safety during organized group activities.

10.4.9.E – Essential

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

10.5.9.C – Essential

Identify and apply practice strategies for skill improvement.

10.4.9.A – Essential

Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

10.4.9.C – Essential

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 use/abuse

10.4.9.D – Essential

Analyze factors that affect physical activity preferences of adolescents.

- skill competence
- social benefits
- previous experience
- activity confidence

Topic: 4. Aquatics

Subject(s): Physical Education

Days: 10

Grade(s): 8th

10.4.9.E – Essential

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

10.4.9.F – Compact

Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics
- social pressure

10.5.9.A – Essential

Describe and apply the components of skill-related fitness to movement performance.

- agility
- balance
- coordination
- power
- reaction time
- speed

10.5.9.C – Essential

Identify and apply practice strategies for skill improvement.

Topic: 5. Cooperative Activities

Days: 2

Subject(s):

Grade(s): 8th

Know:

10.4.9.D – Essential

Analyze factors that affect physical activity preferences of adolescents.

- skill competence
- social benefits
- previous experience
- activity confidence

10.4.9.A – Essential

Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

10.4.9.E – Important

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

10.4.9.F – Essential

Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics
- social pressure

Understand:

Students will participate in cooperative games and activities to understand how relationships, peer influences, and teamwork contribute to positive or negative outcomes.

Do:

10.4.9.A – Essential

Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

10.4.9.F – Essential

Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics
- social pressure

10.5.9.C – Essential

Identify and apply practice strategies for skill improvement.

10.5.9.A – Essential

Describe and apply the components of skill-related fitness to movement performance.

- agility
- balance
- coordination
- power
- reaction time
- speed

10.3.9.C – Essential

Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

- effective negotiation
- assertive behavior

10.4.9.E - Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.
10.3.9.D - Analyze the role of individual responsibility for safety during organized group activities.

- personal choice

Topic: 5. Cooperative Activities

Days: 2

Subject(s):

Grade(s): 8th

Know:

Understand:

Do:

| | | |
|--|--|--|
| <p>10.5.9.C – Essential Identify and apply practice strategies for skill improvement.</p> <p>10.5.9.A – Essential Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"> • agility • balance • coordination • power • reaction time • speed <p>10.3.9.D – Compact Analyze the role of individual responsibility for safety during organized group activities.</p> <p>10.3.9.C - Analyze and apply strategies to avoid or manage conflict and violence during adolescence.</p> <ul style="list-style-type: none"> • effective negotiation • assertive behavior | | <ul style="list-style-type: none"> • developmental differences • amount of physical activity • authentic practice |
|--|--|--|

Topic: 5. Cooperative Activities

Subject(s):

Days: 2

Grade(s): 8th

Which standards are students learning in this unit?

10.4.9.D – Essential

Analyze factors that affect physical activity preferences of adolescents.

- skill competence
- social benefits
- previous experience
- activity confidence

10.4.9.A – Essential

Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

10.4.9.E – Important

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

10.4.9.F – Essential

Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics
- social pressure

10.5.9.C – Essential

Identify and apply practice strategies for skill improvement.

10.5.9.A – Essential

Describe and apply the components of skill-related fitness to movement performance.

- agility
- balance
- coordination
- power
- reaction time
- speed

10.3.9.D – Compact

Analyze the role of individual responsibility for safety during organized group activities.

Topic: 5. Cooperative Activities

Subject(s):

Days: 2

Grade(s): 8th

10.3.9.C – Essential

Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

- effective negotiation
- assertive behavior

Topic: 6. Fitness Concepts

Days: 7

Subject(s): Physical Education

Grade(s): 8th

Know:

10.4.9.E – Essential

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

10.3.9.B – Important

Describe and apply strategies for emergency and long-term management of injuries.

- rescue breathing
- water rescue
- self-care
- sport injuries

10.1.9.B - Analyze the interdependence existing among the body systems.

10.2.9.B - Analyze the relationship between health-related information and adolescent consumer choices.

10.5.9.D - Identify and describe the principles of training using appropriate vocabulary.

- tobacco products

Understand:

There are six components of skill related physical fitness. These components of fitness will improve athletic performance if established along with the health related components.

Do:

10.5.9.D – Essential

Identify and describe the principles of training using appropriate vocabulary.

- specificity
- overload
- progression
- aerobic/anaerobic
- circuit/interval
- repetition/set

10.3.9.B – Important

Describe and apply strategies for emergency and long-term management of injuries.

- rescue breathing
- water rescue
- self-care
- sport injuries

10.1.9.B - Analyze the interdependence existing among the body systems.

10.2.9.B - Analyze the relationship between health-related information and adolescent consumer choices.

10.4.9.E - Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.

- tobacco products
- weight control products
- personal choice
- developmental differences
- amount of physical activity
- authentic practice

Topic: 6. Fitness Concepts

Days: 7

Subject(s): Physical Education

Grade(s): 8th

Know:

Understand:

Do:

| | | |
|--|--|--|
| <ul style="list-style-type: none">• weight control products• specificity• overload• progression• aerobic/anaerobic• circuit/interval• repetition/set | | |
|--|--|--|

Topic: 6. Fitness Concepts

Subject(s): Physical Education

Days: 7

Grade(s): 8th

Which standards are students learning in this unit?

10.1.9.B – Unranked

Analyze the interdependence existing among the body systems.

10.2.9.B – Unranked

Analyze the relationship between health-related information and adolescent consumer choices.

- tobacco products
- weight control products

10.4.9.E – Essential

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

10.5.9.D – Essential

Identify and describe the principles of training using appropriate vocabulary.

- specificity
- overload
- progression
- aerobic/anaerobic
- circuit/interval
- repetition/set

10.3.9.B – Important

Describe and apply strategies for emergency and long-term management of injuries.

- rescue breathing
- water rescue
- self-care
- sport injuries