Title of planned course: Physical Education Grade 8

Subject Area: Physical Education

Grade Level: 8th

Course Description: Students will experience a variety of group activities to increase their knowledge of physical fitness based on the PA State Standards.

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee: Mike Falcone
Curriculum Map

**August:** Introduction to PE

**September:** Game Strategies (defense)

**October:** Game Strategies (defense)/Fitness A

**November:** Game Strategies (defense)/Fitness A

**December:** Cooperative Activities/Fitness B

**January:** Cooperative Activities/Fitness B

**February:** American Heart Association Activities

**March:** Net Games/Fitness C

**April:** Track and Field 2/Speed and Agility/Fitness C

**May:** Cooperative Diamond/Field Activities

**June:** Wrap Up
Wilson Area School District
Planned Course Materials

Course Title: Physical Education Grade 8

Teacher Resources:
- PA State Standards
- Pocono Mountain School District Curriculum
- Pleasant Valley School District Curriculum
- www.mrgym.com
- www.pecentral.org
- www.peuniverse.com
- “Adventure Curriculum for Physical Education”
- “Follow Me”
- “Outdoor Action Games”
- “Ready-to-Use Secondary P.E. Activities Program”
- “Success Oriented P.E. Activities”
- “Training for Speed, Agility, and Quickness”
Curriculum Scope & Sequence

**Planned Course:** Physical Education

**Unit:** Warm Up Activities

**Time frame:** Throughout the Year

**State Standards:** 10.4.9.C, 10.4.9.F, 10.5.9.A

**Essential content/objectives:** At end of the unit, students will be able to:
- Analyze activities that improve specific parts of their fitness
- Analyze how group members contribute to groups' success
- Utilize skill-related fitness components during activities

**Core Activities:** Students will complete/participate in the following:
- Tag
- Chase
- Flee activities

**Extensions:**
- Student creation
- Peer assistance

**Remediation:**
- Assistance from peers
- Modifications to activities

**Instructional Methods:**
- Lecture
- Demonstration
- Participation

**Materials & Resources:**
- Pinnies
- Belts
- Flags
- Cones
- Spots
- Small equipment such as animals

**Assessments:** Observation
Curriculum Scope & Sequence

Planned Course: Physical Education Grade 8

Unit: Game Strategies (defense)

Time frame: 5-7 weeks

State Standards: 10.5.9.F

Essential content/objectives: At end of the unit, students will be able to:
- Utilize appropriate offensive strategies to have success
- Incorporate proper defensive strategies (zone, man to man, help defense) to prevent offense from reaching goals
- Understand man to man defense movements and help side defense

Core Activities: Students will complete/participate in the following:
- Invasion grid activities (for defense)
- Speedball
- 5 Pass
- Ultimate Frisbee
- Castleball
- Team handball
- Rebound ball (inside only)
- Soccer
- Illinois coneball
- Trash can ball
- Flickerball (inside only)

Extensions:
- Student creation of games
- Peer assistance

Remediation: Modifications of equipment/activities

Instructional Methods:
- Lecture
- Demonstration
- Participation

Materials & Resources:
- Cones
- Pinnies
- Balls
- Flags
- Polyspots
- Frisbees
- Goals
Assessments:
  • Observation
  • Question and answer
  • Worksheets
Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 8

**Unit:** Fitness A

**Time frame:** 2-3 weeks

**State Standards:** 10.4.9.B, 10.4.9.C, 10.4.9.D, 10.5.9.D

**Essential content/objectives:** At end of the unit, students will be able to:
- Understand and apply fitness room procedures
- Safely utilize equipment in the fitness room
- Safely spot fellow students
- Describe how physical activity can serve as a stress management technique
- Understand how specificity, overload, and progression can be used

**Core Activities:** Students will complete/participate in the following:
- Fitness Room Review of equipment/safety procedures, specificity, progression/overload
- Students will be rotate between aerobic machines and strength equipment. Students will relate exercise as a great source of stress management

**Extensions:**
- Student creation of exercises
- Assistance of peers

**Remediation:**
- Modified exercises
- Peer assistance

**Instructional Methods:**
- Lecture
- Demonstration
- Participation

**Materials & Resources:** Fitness Room

**Assessments:**
- Observation
- Question and answer
- Worksheets
- Activity Logs
Curriculum Scope & Sequence

Planned Course: Physical Education Grade 8

Unit: Cooperative Activities

Time frame: 3-5 weeks


Essential content/objectives: At end of the unit, students will be able to:
- Analyze the body’s response to activities
- Analyze the social benefits of specific cooperative activities
- Analyze how individuals contributed to the success of the group
- Examine how specific motor skills lead to the success of a group
- Predict how behaviors/roles of a group can contribute to success of a group
- Understand how group dynamics carries over to other areas (sports teams, academic groups, fitness groups)

Core Activities: Students will complete/participate in the following:
- Hockey
- Relay races
- Kinball
- Alaskan baseball
- Bowling
- Team tag activities
- Toxic waste transfer
- Tarp moving
- Head honcho
- Rob the nest
- Spoons/24
- Everybody under
- Collective long jump
- Toss and go behind
- Move the world
- Wheel deal
- Football Bingo
- 007
- Palmball
- Touchdown
- Swedish meetball
- Ships/sailors
- Switch/change/rotate
- Mixers
- Great communicator
- Neutral zone
Extensions:
- Student creation of activities
- Peer assistance, non-verbal

Remediation:
- More teacher assistance
- Peer assistance

Instructional Methods:
- Lecture
- Demonstration
- Participation
- Cooperative learning

Materials & Resources:
- Sticks
- Pucks
- Balls
- Tarps
- Cards
- Flags
- Belts
- Cones
- Spots
- Kinball/matball
- Ropes
- Buckets

Assessments:
- Observation
- Question and answer
- Worksheets
Curriculum Scope & Sequence

Planned Course: Physical Education Grade 8

Unit: Fitness B

Time frame: 2-3 weeks

State Standards: 10.4.9.C, 10.5.9.A, 10.5.9.D

Essential content/objectives: At end of the unit, students will be able to:
- Analyze the difference between muscular strength and muscular endurance.
- Understand examples of muscular strength and muscular endurance
- Understand how power will help in activities.
- Begin to use specificity, overload, and progression to plan a fitness routine
- Utilize specific activities that help them aerobically and anaerobically

Core Activities: Students will complete/participate in the following:
- Use fitness room equipment to begin to plan a fitness routine with goals
- Participate in skill-related fitness component activities

Extensions:
- Student creation of activities
- Peer assistance

Remediation:
- Peer assistance
- Extra teacher assistance
- Modifications to activities

Instructional Methods:
- Lecture
- Demonstration
- Participation

Materials & Resources:
- Fitness Room and related equipment (ladders, step boxes, medicine balls, jump ropes)

Assessments:
- Observation
- Question and answer
- Worksheets
- Activity Logs
Curriculum Scope & Sequence

Planned Course: Physical Education Grade 8

Unit: American Heart Association Activities

Time frame: 3-5 weeks


Essential content/objectives: At end of the unit, students will be able to:

- Examine how lifelong participation in activities can help reduce heart disease
- Describe the body’s cardio respiratory response to various activities
- Obtain heart rate information to specific activities
- Explain how authentic practice of a skill helps learn the skill, and progress through the various stages
- Understand that the heart is a muscle that can be strengthened with cardio activities
- Understand different activities that help get the heart in the target heart rate zone

Core Activities: Students will complete/participate in the following:

- Basketball activities (Hoops for Heart)
- Jump rope activities
- Cardio in fitness room (ellipticals, bikes, step up boxes)
- Tag/chase/flee games
- Pacer test

Extensions:

- Student creation of activities
- Peer assistance
- Performing activities for a longer time

Remediation:

- Peer assistance
- Modifications to activities/equipment

Instructional Methods:

- Lecture
- Demonstration
- Participation
Materials & Resources:
- Basketballs
- Jump ropes
- Fitness room
- Step up boxes
- Balls
- Flags
- Belts
- Cones
- Pacer CD

Assessments:
- Observation
- Question and answer
- Worksheets
Curriculum Scope & Sequence

Planned Course: Physical Education

Unit: Net Games

Time frame: 3-5 weeks

State Standards: 10.4.9.F, 10.5.9.A, 10.5.9.C

Essential content/objectives: At end of the unit, students will be able to:
- Explain how group dynamics led to the success of their team
- Analyze how utilizing agility, coordination, and reaction time increases their success in activities
- Utilize practice strategies to improve skills
- Understand placement of hits in a game in relation to the defense
- Understand how to defend against opponents in net games

Core Activities: Students will complete/participate in the following:
- Volleyball
- Badminton
- Tennis

Extensions:
- Student creation of activities
- Peer assistance

Remediation:
- Beach Balls
- Softer/larger balls
- Lowered nets
- Peer assistance

Instructional Methods:
- Lecture
- Demonstration
- Participation

Materials & Resources:
- Nets
- Balls
- Rackets
- Tape
- Hoops
- Tarp
**Assessments:**
- Observation
- Question and answer
- Worksheets
Curriculum Scope & Sequence

**Planned Course:** Physical Education

**Unit:** Fitness C

**Time frame:** 2-3 weeks

**State Standards:** 10.4.9.A, 10.4.9.C, 10.5.9.A, 10.5.9.D

**Essential content/objectives:** At end of the unit, students will be able to:
- Implement/execute a personal fitness plan created from health class, utilizing the fitness room

**Core Activities:** Students will complete/participate in the following:
- Participate in a self-created fitness program using equipment from the fitness room

**Extensions:**
- Limited teacher assistance,
- Creation of own activities
- Peer assistance

**Remediation:**
- Peer/teacher help
- Modifications to exercises

**Instructional Methods:**
- Lecture
- Demonstration
- Participation

**Materials & Resources:**
- Fitness room
- Step boxes
- Ladders
- Medicine balls
- Ab rollers

**Assessments:**
- Observation
- Question and answer
- Worksheets
- Activity Logs/Fitness Routines
Curriculum Scope & Sequence

Planned Course: Physical Education

Unit: Track and Field 2/Speed and Agility

Time frame: 3-5 weeks

State Standards: 10.4.9.C, 10.5.9.A, 10.5.9.C, 10.5.9.E

Essential content/objectives: At end of the unit, students will be able to:
- Participate in a modified track meet
- Pace themselves over a long distance
- Understand how to best run short distances (sprints)
- Understand how to increase speed and agility and use skills in activities

Core Activities: Students will complete/participate in the following:
- Z-Ball activities
- Track events (sprints and distance)
- Speed/agility movements (jumps, quickness drills, tag games)
- Timing tests

Extensions:
- Student creation of activities
- Peer assistance

Remediation:
- Modifications
- Peer assistance

Instructional Methods:
- Lecture
- Demonstration
- Participation

Materials & Resources:
- Z-balls
- Polyspots
- Cones
- Hurdles
- Tape
- Flags
- Belts
- Field to run distance

Assessments:
- Observation
- Question and answer
Curriculum Scope & Sequence

Planned Course: Physical Education

Unit: Cooperative Diamond/Field Activities

Time frame: 3-5 weeks

State Standards: 10.4.9.F, 10.5.9.A, 10.5.9.C

Essential content/objectives: At end of the unit, students will be able to:
- Analyze how group dynamics and communication contributed to the success of a group
- Analyze how group roles contributed to success (leader, follower)
- Analyze how the skill-related components of fitness (speed, reaction time) helped lead to success
- Utilize practice strategies to improve a skill set.
- Analyze game strategies for diamond sports (placement of hit/kick in relation to defense, base running)
- Use defensive positioning and strategies in diamond activities

Core Activities: Students will complete/participate in the following:
- Colony ball
- Super hooper
- Kickball and more
- Kickball basketball
- 3-ball
- Bucket chuck it
- Alaskan kickball
- Matball
- German kickball
- Everyone for self
- Bean bag grab
- Tandem tag
- Flag grab
- Chaos
- Fistball
- Wiffleball
- One base
- Home run
- Gotcha ball
- Pinball
- Steal the treasure

Extensions:
- Student creation of games
- Assistance to peers
**Remediation:**
- Peer assistance
- Modifications to activities and equipment

**Instructional Methods:**
- Lecture
- Demonstration
- Participation

**Materials & Resources:**
- Kickballs
- Bases
- Flags
- Belts
- Cones
- Pinnies
- Balls
- Bats
- Mats

**Assessments:**
- Observation
- Question and answer
- Worksheets
**PE Facility Schedule**  
**Grade 8**

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Anne</th>
<th>Kathy</th>
<th>Mike</th>
<th>Joe</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Cafe</td>
<td>Gym</td>
<td>Pool (just to speak)</td>
<td>Gym</td>
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<td>Week 2</td>
<td>Cafe</td>
<td>Gym</td>
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<td>Gym-soccer</td>
<td>Cafe-ult. frisbee</td>
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<td>Week 7</td>
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<td>Cafe- ult. frisbee</td>
<td>Gym-Handball</td>
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<td>Week 12</td>
<td>Gym-Handball</td>
<td>Fitness A</td>
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<td>Week 13</td>
<td>Gym-Handball</td>
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<td>Week 14</td>
<td>Fitness B</td>
<td>Gym-Cooperative</td>
<td>Cafe-Hockey</td>
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<td>Week 27</td>
<td>Fitness C</td>
<td>Gym-Net</td>
<td>Cafe-T/F/Agility</td>
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<td>Cafe-T/F/Agility</td>
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<td>Week 29</td>
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<td>Week 30</td>
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</table>

- In beginning and end of year, classes may go outside if weather permits
- Activities will be different per class (i.e. Net games may be volleyball, badminton, etc. activities) will be different per grade (i.e. 7th badminton, 8th volleyball)
• If a teacher in the cafe does not have a class, another teacher from gym may come down