

Wilson Area School District Planned Course Guide

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 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

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

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

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

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

- Worksheets
- Logs

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

Grade 8	Anne	Kathy	Mike	Joe
Week 1	Cafe	Gym	Pool (just to speak)	Gym
Week 2	Cafe	Gym	Gym	Gym
Week 3	Gym	Cafe	Gym	Gym
Week 4	Gym	Gym	Cafe	Gym
Week 5	Gym	Gym	Gym	Cafe
Week 6	Fitness A	Gym-soccer	Cafe-ult. frisbee	Gym-soccer
Week 7	Fitness A	Gym-soccer	Cafe-ult. frisbee	Gym-soccer
Week 8	Cafe- ult. frisbee	Gym-Handball	Fitness A	Gym-Handball
Week 9	Cafe- ult. frisbee	Gym-Handball	Fitness A	Gym-Handball
Week 10	Gym-Soccer	Cafe- ult. frisbee	Gym-Soccer	Fitness A
Week 11	Gym-soccer	Cafe- ult. frisbee	Gym-Soc	Fitness A
Week 12	Gym-Handball	Fitness A	Gym-Handball	Cafe- ult. frisbee
Week 13	Gym-Handball	Fitness A	Gym-Handball	Cafe- ult. frisbee
Week 14	Fitness B	Gym-Cooperative	Cafe-Hockey	Gym-Cooperative
Week 15	Fitness B	Gym-Cooperative	Cafe-Hockey	Gym-Cooperative
Week 16	Cafe-Hockey	Gym-Cooperative	Fitness B	Gym-Cooperative
Week 17	Cafe-Hockey	Gym-Cooperative	Fitness B	Gym-Cooperative
Week 18	Gym-Cooperative	Fitness B	Gym-Cooperative	Cafe-Hockey
Week 19	Gym-Cooperative	Fitness B	Gym-Cooperative	Cafe-Hockey
Week 20	Gym-Cooperative	Cafe-Hockey	Gym-Cooperative	Fitness B
Week 21	Gym-Cooperative	Cafe-Hockey	Gym-Cooperative	Fitness B
Week 22	Fitness AHA	Gym-AHA	Cafe- AHA	Gym-AHA
Week 23	Cafe-AHA	Gym-AHA	Fitness AHA	Gym-AHA
Week 24	Gym-AHA	Fitness AHA	Gym-AHA	Cafe-AHA
Week 25	Gym-AHA	Cafe-AHA	Gym-AHA	Fitness AHA
Week 26	PSSA sometime in March...if March 12/19, then that sched. Goes here			
Week 27	Fitness C	Gym-Net	Cafe-T/F/Agility	Gym-Net
Week 28	Fitness C	Gym-Net	Cafe-T/F/Agility	Gym-Net
Week 29	Cafe-T/F/Agility	Gym-Net	Fitness C	Gym-Net
Week 30	Cafe-T/F/Agility	Gym-Net	Fitness C	Gym-Net
Week 31	Gym-Net	Fitness C	Gym-Net	Cafe-T/F/Agility
Week 32	Gym-Net	Fitness C	Gym-Net	Cafe-T/F/Agility
Week 33	Gym-Net	Cafe-T/F/Agility	Gym-Net	Fitness C
Week 34	Gym-Net	Cafe-T/F/Agility	Gym-Net	Fitness C
Week 35	Cafe	Diamond/Field	Diamond/Field	Diamond/Field
Week 36	Diamond/Field	Cafe	Diamond/Field	Diamond/Field
Week 37	Diamond/Field	Diamond/Field	Cafe	Diamond/Field
Week 38	Diamond/Field	Diamond/Field	Diamond/Field	Cafe

- 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