



8th Grade Physical Education Curriculum Guide

8th Grade Physical Education Course Outline

Unit #	Name	Timeframe
1	Setting the Stage/Teambuilding	2 weeks
2	Introduction to Fitness/ Goal Setting	5 weeks
3	Volleyball: Games, Concepts, and Skills	3 weeks
4	Soccer: Games, Concepts, and Skills	4 weeks
5	Basketball: Games, Concepts, and Skills	3 weeks
6	Square Dance	3 weeks
7	Throwing and Catching--Flag Football	3 weeks
8	Throwing and Catching/Striking--Softball	3 weeks
9	Striking Skills--Hockey	3 weeks
10	Striking Skills--Paddle Ball or Racquetball	3 weeks
11	Fitness/Steroids	2 weeks
12	Tumbling and Gymnastics	2 weeks
13	Create a Game/Reflection	2 weeks



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Grade 8

Unit 1: Setting the Stage/Teambuilding

Suggested Time: 2 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Self-Responsibility</u></p> <p>5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation of participants.</p> <p>5.2 Organize and work cooperatively with a group to achieve goals.</p> <p><u>Social Interaction</u></p> <p>5.4 Identify and reward the contributions of members of a group or team in accomplishing a task or goal.</p> <p><u>Group Dynamics</u></p> <p>5.5 Accept the roles of group members within the structure of a game or activity.</p> <p>5.6 Describe leadership roles and responsibilities within the context of team games and activities.</p> <p>5.7 Model and encourage others to be supportive and inclusive of all ability levels.</p>	<p><u>Week 1:</u> Class Expectations/Procedures</p> <ul style="list-style-type: none"> ❖ Get to know you activities (www.ultimatecampresource.com) <ul style="list-style-type: none"> ○ Silent Interviews ○ Have you Ever? ○ Action Syllables ○ Compass Name Game ○ The Big Wind Blows ❖ Rules/Expectations <ul style="list-style-type: none"> ○ (<u>Spark</u>, Extra Extra, pgs. 1-3) ○ (<u>Spark</u>, Building a PE Foundation, pgs. 7-17) ❖ Consequences <ul style="list-style-type: none"> ○ (<u>Spark</u>, Building, pg. 13) ○ Re-Focus Station <ul style="list-style-type: none"> ▪ Example (Appendix) <p><u>Week 2:</u> Teambuilding and Cooperative Games</p> <ul style="list-style-type: none"> ❖ Teaching Social Skills (<u>Spark</u>, Building Physical Education Foundation pgs. 16-17) ❖ Brainstorm verbal and non-verbal positive statements and interactions ❖ Encouragement T-Chart (<u>Spark</u>, Building a Physical Education Foundation, pg. 17) ❖ Praise phrases (Appendix) 	<ul style="list-style-type: none"> ❖ Rule chart ❖ Expectation chart ❖ Consequence chart ❖ T-chart ❖ Tires/Hula hoops ❖ Polyspots ❖ Ropes ❖ Scooters <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u></p> <p>Expectation</p> <p>Consequence</p> <p>Respect</p> <p>Responsibility</p> <p>Responsibility</p> <p>Active listening</p> <p>Encouragement</p> <p>Courtesy</p> <p>Helpfulness</p> <p>Cooperation</p> <p>Trust</p> <p>Self-control</p> <p>Acceptance of personal differences</p> <p>Complementing</p> <p>Positive disagreement</p> <p>Conflict resolution</p> <p>Competition</p> <p>Self-reward</p> </div>
	<p><u>*Additional teambuilding activities to be used throughout the year:</u></p> <ul style="list-style-type: none"> ❖ The Rock (Appendix), Moon Ball and Group Moon Ball (<u>Spark</u>, Games, pg. 10 of <i>Cooperative Games</i>), Hog Call (Appendix), Triangle Tag (<u>Spark</u>, Games, pg. 10 of <i>Aerobic Games</i>), Trust Fall (<u>Ready to Use</u>, pg. 417), Partner Stand (<u>Spark</u>, Games, pg. 7 of <i>Cooperative Games</i>), Stepping Stones (Appendix), The Spider's Web (Appendix), Nuclear Waste Transfer (Appendix) 	



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Unit 2: Introduction to Fitness/Goal Setting

Suggested Time: 5 weeks

Standards	Instructional Activities & Resources		Equipment																						
<u>Fitness</u> 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test 3.2 Compare individual physical fitness results with research-based standards for good health. 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition). 3.4 Participate in moderate to vigorous physical activity a minimum of 4 days per week. 3.5 Measure and evaluate changes in physical fitness based on physical activity patterns. 3.6 Monitor heart rate intensity during physical activity. 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.	<u>Week 1: Introduction to Fitness</u> ❖ Define and discuss fitness and its importance <ul style="list-style-type: none">List benefits of physical activity as a class (<u>Spark</u>, Promoting Activity Outside of Physical Education) ❖ Introduce warm-up and cool-down activities and the importance of each (<u>Spark</u> , Warm-up/Cool-down) ❖ Introduce the components of fitness: <ul style="list-style-type: none">CardiovascularStrength and EnduranceMuscle StrengthFlexibilityBody Composition ❖ Demonstrate various activities that improve and test each component <ul style="list-style-type: none">Fitnessgram componentsAbdominal exercises (<u>Spark</u>, Strength and Conditioning pg. 2)Upper body exercises (<u>Spark</u>, Strength and Conditioning pg. 4)		<ul style="list-style-type: none">❖ Fitnessgram DVD❖ Fitnessgram CD❖ Stereo❖ Goal chart❖ Cones❖ Push-up and curl-up mats❖ Sit & Reach boxes❖ Flexible rulers❖ Scale❖ Height measuring device❖ Jump ropes																						
	<u>Week 2: Measuring Heart Rate</u> ❖ Measure the Heart Rate (<u>Ready to Use</u> , pg. 42) <ul style="list-style-type: none">Resting Heart Rate (RHR)Target Heart Rate (THR)Maximum Heart Rate (MHR) ❖ Practice taking Heart Rate during circuit training <ul style="list-style-type: none">Fitness Circuits (<u>Spark</u>, Fun and Fitness Circuits pgs. 1-29) ❖ Personal Best Day (<u>Spark</u> , Personal Best Day, pgs.1-6) ❖ Hip-To-Be Fit Fitness Circuits (Appendix)		<u>Vocabulary</u> <table><tr><td>Cardiovascular</td><td>Body types—</td></tr><tr><td>Aerobic capacity</td><td>-Mesomorph</td></tr><tr><td>Strength and endurance</td><td>-Ectomorph</td></tr><tr><td>Muscle strength</td><td>-Endomorph</td></tr><tr><td>Flexibility</td><td>Fitnessgram</td></tr><tr><td>Body composition</td><td>Curl-up</td></tr><tr><td>Pull-up</td><td>Healthy Fitness Zone</td></tr><tr><td>Heart Rate</td><td>Frequency</td></tr><tr><td>-Resting</td><td>Intensity</td></tr><tr><td>-Maximum</td><td>Time</td></tr><tr><td>-Target</td><td>Type</td></tr></table>	Cardiovascular	Body types—	Aerobic capacity	-Mesomorph	Strength and endurance	-Ectomorph	Muscle strength	-Endomorph	Flexibility	Fitnessgram	Body composition	Curl-up	Pull-up	Healthy Fitness Zone	Heart Rate	Frequency	-Resting	Intensity	-Maximum	Time	-Target	Type
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<u>Week 3: Introduce FITT Principle; Power Walking & Jogging</u> ❖ FITT principle (Frequency, Intensity, Time and Type) ❖ Introduce Individual Rope Jumping <ul style="list-style-type: none">Review Rules & Basic Jump Instruction (<u>Spark</u>, Jump Rope pgs. 3-4)Rope Challenges (<u>Spark</u>, Jump Rope pgs. 5-10)		<i>Continued.....</i>																							

Continued.....

<p>4.2 Develop a one-day personal physical fitness plan specifying the intensity, time and types of physical activities for each component of physical fitness.</p> <p><u>Fitness (continued)</u></p> <p>4.3 Identify contraindicated exercises and their adverse effects on the body.</p> <p>4.4 Classify physical activities as being aerobic or anaerobic.</p> <p>4.5 Explain methods of monitoring heart rate intensity.</p> <p>4.6 List the long-term benefits of participation in regular physical activity.</p> <p>4.7 Compile and analyze a log listing food intake/calories consumed and energy expended through physical activity.</p>	<ul style="list-style-type: none"> ❖ Instructional cues for jogging (<u>Spark</u>, Power Walking/Jogging pg. 2) ❖ Technique (<u>Spark</u>, Power Walking/Jogging pg. 3) ❖ Various Walking & Jogging Activities (<u>Spark</u>, Power Walking/Jogging pgs. 4-29) <ul style="list-style-type: none"> ○ Card Run pg. 4 ○ Partner Jog pg. 5 ○ Pass the Ball pg. 6 ○ Jump Rope Run pg. 7 ○ Dribble Run pg. 7 ○ Grab bag Run pg. 8 ○ Run USA (with maps included) pgs. 13-26 ○ Obstacle Course Runs pgs. 27-29 <p><u>Weeks 4-5: Fitness Pre-Test/Goal Setting</u></p> <ul style="list-style-type: none"> ❖ Continue Fitnessgram demonstration <ul style="list-style-type: none"> ○ Use Fitnessgram DVD and/or physical demonstration ❖ Pre-test in all components of fitness <ul style="list-style-type: none"> ○ Record unofficial Fitnessgram scores and compare to Healthy Fitness Zone Chart (Appendix) ○ Set short-term and long-term goals for each component of fitness (individual and class) (Appendix) ❖ Plan moderate to vigorous activities to participate in at least 4 times a week--- ❖ Each student will set his or her own weekly activities and chart all physical activity for a designated time period 	
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Physical Education Curriculum Guide Grade 8

Unit 3: Volleyball: Games, Concepts, and Skills Suggested Time: 3 weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Fitness</u></p> <p>1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.</p> <p>1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.</p> <p><u>Movement Concepts</u></p> <p>2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another.</p> <p>2.2 Explain rotation principles used in performing various manipulative skills.</p> <p>2.3 Explain how growth in height and weight affects one's performance and influences the selection of developmentally appropriate physical activities.</p> <p><u>Combination of Movement Patterns and Skills</u></p> <p>2.4 Identify characteristics of highly-skilled performances for the purpose of improving one's own performance.</p> <p>2.5 Diagram, explain, and justify offensive and defensive strategies in modified and teach sport games.</p> <p><u>Self-Responsibility</u></p> <p>5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation of participants.</p>	<p><u>Week 1: Review: The Forearm Bump Pass, Underhand Serve, the Set, and the Strike</u></p> <ul style="list-style-type: none"> ❖ The Bump (<u>Ready to Use</u>, pg. 243) ❖ Lessons 1-3 (<u>Spark</u>, Volleyball pgs. 2-4) <ul style="list-style-type: none"> ○ Use verbal or written partner feedback ❖ Underhand Serve (<u>Spark</u>, Volleyball pgs. 8-10) ❖ The Set (<u>Spark</u>, pgs. 5-7) & (<u>Ready to Use</u>, pgs. 239-240) ❖ The Strike (<u>Spark</u>, Volleyball pgs. 11-12) & (<u>Ready to Use</u>, pgs. 253-254) <p><u>Week 2: Offensive and Defensive Strategy</u></p> <ul style="list-style-type: none"> ❖ Reading the balls rebound off the net ❖ Team organization of rotation ❖ Keeping the ball high on the first and second taps <ul style="list-style-type: none"> ○ 3 pass rule, bump to center, set, spike/bump over ❖ Place serving ❖ Changing direction, hitting to the weak player, hitting the ball deep, hitting to the vacated position ❖ Know the importance of each position <p><u>Week 3: Diagram, explain, and justify offensive and defensive strategies; Tournament Play</u></p> <ul style="list-style-type: none"> ❖ Weekly Tournament (<u>Spark</u>, Extra Extra pg. 4) 	<ul style="list-style-type: none"> ❖ Volleyball nets ❖ Variety of volleyballs (1 for every 2 students—foam, trainer, standard) ❖ Paint for grass or sidewalk chalk (lines) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u></p> <p>Set</p> <p>Biomechanics</p> <p>Rebound principle</p> <p>Bump (forearm pass)</p> <p>Striking pattern</p> <p>Impact force</p> <p>Movement pattern</p> <p>Angle of implement</p> <p>Balance</p> <p>Ace</p> </div>



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Unit 4: Soccer: Games, Concepts, and Skills

Suggested Time: 4 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Combination of Movement Patterns & Skills</u></p> <p>1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.</p> <p>1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.</p> <p><u>Movement Concepts</u></p> <p>2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another.</p> <p>2.4 Identify characteristics of highly-skilled performances for the purpose of improving one's own performance.</p> <p>2.5 Diagram, explain, and justify offensive and defensive strategies in modified and teach sport games.</p> <p><u>Self-Responsibility</u></p> <p>5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation of participants.</p>	<p><u>Week 1: Review: Foot dribble, Passing, Trapping, Defending, and Shooting</u></p> <ul style="list-style-type: none"> ❖ Basic soccer kicks/passing and trapping (<u>Ready to Use</u>, pg. 319) ❖ Pass and Trap (<u>Spark</u>, Soccer pg. 3) ❖ Dribbling and Trapping <ul style="list-style-type: none"> ○ <u>Spark</u>, Soccer pg. 2 ○ <u>Ready to Use</u>, pg. 318 ❖ Control dribbling and passing (<u>Ready to Use</u>, pg. 317) ❖ Combination of skills (<u>Spark</u>, Soccer pgs. 4-6) ❖ Get Your Ball (<u>Spark</u>, Soccer pg. 7) ❖ Target kicking challenges <ul style="list-style-type: none"> ○ (<u>Spark</u>, Soccer pg. 11) ○ (<u>Ready to Use</u>, pg. 320) ❖ Shooting Practice (<u>Spark</u>, Soccer pg. 9) <p><u>Week 2: Basic Offensive Strategies</u></p> <ul style="list-style-type: none"> ❖ Introduce Strategy ❖ Practice Strategy <ul style="list-style-type: none"> ○ Focus on individual positions ❖ Game Play (<u>Ready to Use</u>, pg. 332) <p><u>Week 3: Basic Defensive Strategies</u></p> <ul style="list-style-type: none"> ❖ Introduce Strategy ❖ Practice Strategy <ul style="list-style-type: none"> ○ Focus on individual positions ❖ Game Play (<u>Ready to Use</u>, pg. 332) <p><u>Week 4: Diagram, Explain, and Justify Offensive and Defensive Strategies; Tournament Play</u></p> <ul style="list-style-type: none"> ❖ Weekly Tournament (<u>Spark</u>, Extra Extra pg. 4) 	<ul style="list-style-type: none"> ❖ Soccer balls ❖ Hoops ❖ Cones ❖ Wall target <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p><u>Vocabulary</u></p> <p>Force</p> <p>Angle</p> <p>Biomechanics</p> <p>Movement patterns</p> <p>Strategy</p> <p>High kicking</p> <p>Slide tackle</p> <p>Off sides</p> <p>Throw in</p> <p><u>Review</u>—</p> <p>Dribbling</p> <p>Trapping</p> <p>Passing</p> <p>Kicks—</p> <ul style="list-style-type: none"> -Inside -Outside -Toe </div>



Physical Education Curriculum Guide

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Unit 5: Basketball: Games, Concepts, and Skills

Suggested Time: 3 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Rhythmic Skills</u></p> <p>1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.</p> <p>1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.</p> <p><u>Movement Concepts</u></p> <p>2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another.</p> <p>2.3 Explain how growth in height and weight affects one's performance and influences the selection of developmentally appropriate physical activities.</p> <p><u>Combination of Movement Patterns and Skills</u></p> <p>2.4 Identify characteristics of highly skilled performances for the purpose of improving one's own performance.</p> <p>2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sport games and activities.</p> <p><u>Self-Responsibility</u></p> <p>5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation of participants.</p>	<p><u>Week 1 : Review and Develop Dribbling, Passing, Lay-up, Set Shot, Give and Go Basics (ready position, pivot, hand and foot movement, chest pass, overhead pass, bounce pass)</u></p> <ul style="list-style-type: none"> ❖ Ready Position and Pivot (<u>Spark</u>, Basketball pgs.3-5) ❖ Dribbling (<u>Spark</u>, Basketball, pg. 6) ❖ Passing (<u>Spark</u>, Basketball, pgs. 7-10) ❖ Dribble Games (<u>Ready to Use</u>, pg. 265) ❖ Lay Up <ul style="list-style-type: none"> ○ <u>Spark</u>, Basketball, pg. 13 ○ <u>Ready to Use</u>, pgs. 276-279 ❖ Set Shot <ul style="list-style-type: none"> ○ <u>Spark</u>, Basketball, pg. 12 ○ <u>Ready to Use</u>, pgs 281-282 ❖ Give and Go <ul style="list-style-type: none"> ○ <u>Spark</u>, Basketball, pgs. 10-11 ○ <u>Ready to Use</u>, pg. 272 <p><u>Week 2: Offensive and Defensive Strategy</u></p> <ul style="list-style-type: none"> ❖ Offensive Skill Practice <ul style="list-style-type: none"> ○ Description and role of each position ○ Create scoring opportunities <ul style="list-style-type: none"> ▪ Off the dribble ▪ Off the screen ❖ Defensive Skill Practice (<u>Ready to Use</u>, pgs. 285-288) <ul style="list-style-type: none"> ○ Man-to-Man (<u>Ready to Use</u>, pg 285) <p><u>Week 3: Diagram, Explain, and Justify Offensive and Defensive Strategies; Tournament Play</u></p> <ul style="list-style-type: none"> ❖ Weekly Tournament (<u>Spark</u>, Extra Extra pg. 4) 	<ul style="list-style-type: none"> ❖ Basketball (1 per student) ❖ Flags ❖ Pinnies ❖ Cones <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p><u>Vocabulary</u></p> <p>Lay-up Set shot Defense Man-to-man Offense Three-second rule Boxing out</p> <p><u>Review—</u></p> <p>Dribble Passing -Chest -Bounce -Overhead Pivot Ready position Give and go</p> </div>



Physical Education Curriculum Guide

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Unit 6: Square Dance

Suggested Time: 3 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Rhythmic Skills</u></p> <p>1.1 Identify and demonstrate square dance steps, positions, and patterns to music.</p> <p>1.2 Create and perform a square dance.</p> <p><u>Combinations of Movement Patterns and Skills</u></p> <p>1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.</p> <p><u>Movement Concepts</u></p> <p>2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another.</p> <p>2.2 Explain rotation and principles used in performing various manipulative skills.</p>	<p><u>Week 1: Introduction to Dance</u></p> <ul style="list-style-type: none"> ❖ Orientation and expectations (<u>Spark</u>, Dance and Rhythms, pg. 5) ❖ Introduce and demonstrate: Do-Sa-Do, circle left, circle right, and swing ❖ “Scatter Square Dancing” (<u>Spark</u>, Dance and Rhythms, pg. 13) ❖ “Shoo Fly” (<u>Spark</u>, Dance and Rhythms, pg. 15) <p><u>Week 2: Develop Square Dance Moves</u></p> <ul style="list-style-type: none"> ❖ Introduce Allemande, Right and Left Grand, Right and Left Hand Star, and Promenade ❖ “The Virginia Reel” (<u>Spark</u>, Dance and Rhythms, pgs. 16-17) ❖ “Red River Valley” (<u>Spark</u>, Dance and Rhythms, pgs. 18-20) <p><u>Week 3: Practice, Create, and Perform Group Dance</u></p> <ul style="list-style-type: none"> ❖ Warm-up performing the dances learned ❖ Break students into dance groups ❖ Each group will create a dance, including a variety of moves learned over the past weeks and perform it in front of the class ❖ Students may choose their own appropriate music <ul style="list-style-type: none"> ○ Use rubric (Appendix) <p>*Videotape the performances (students love to watch them and they can be shared at Open House)</p> <p>Refer to <i>Teaching Techniques, Rhythmic Activities and Dances Appropriate for Grades K-8 CD</i></p>	<ul style="list-style-type: none"> ❖ Stereo ❖ Music <ul style="list-style-type: none"> -“Scatter SquareDancing” -“Shoo Fly” -“The Virginia Reel” -“Red River Valley” ❖ Numbered poly spots ❖ Extension cord <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u></p> <p>Rhythm</p> <p>Square dance</p> <p>Circle left</p> <p>Circle right</p> <p>Swing</p> <p>Promenade</p> <p>Do-Sa-Do</p> <p>Allemande Left</p> <p>Right and Left Grand</p> <p>Forearm turns</p> <p>Right and Left Hand Star</p> <p>Bend the Line</p> <p>Two Ladies Chain</p> </div>



Physical Education Curriculum Guide Grade 8

Unit 7: Throwing and Catching--Flag Football Suggested Time: 3 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Combinations of Movement Patterns and Skills</u></p> <p>1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.</p> <p>1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.</p> <p><u>Movement Concepts</u></p> <p>2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another.</p> <p>2.2 Explain rotation principles used in performing various manipulative skills.</p> <p>2.3 Explain how growth in height and weight affects one's performance and influences the selection of developmentally appropriate physical activities.</p> <p><u>Combination of Movement Patterns and Skills</u></p> <p>2.4 Identify characteristics of highly-skilled performances for the purpose of improving one's own performance.</p> <p>2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sport games and activities.</p> <p><u>Self-Responsibility</u></p> <p>5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation of participants.</p>	<p><u>Week 1 : Review Passing, Catching, and Other skills; Review Positions, Line-Up, and Rules</u> (<u>Ready to Use</u>, pgs. 224-236)</p> <ul style="list-style-type: none"> ❖ Forward Passing and Catching pg. 224-225 ❖ Lateral Passing and Catching pg. 227 ❖ Name the Positions pg. 232 ❖ Line-Up/Six-Second Football pg. 233 ❖ Introduce or review flag football rules <p><u>Week 2: Basic Offensive Strategies</u></p> <ul style="list-style-type: none"> ❖ Breaking to the outside ❖ Making cuts and faking to lose opponents ❖ Running behind teammates so they block or screen ❖ Making a plan that includes everyone, even if not a ball carrier ❖ Practice strategy ❖ Game Play (<u>Ready to Use</u>, pg. 235) <p><u>Weeks 3-4: Basic Defensive Strategies</u></p> <ul style="list-style-type: none"> ❖ Person-to-person defense ❖ One-on-one with safety ❖ Keep offender in front at all times ❖ Practice various strategies ❖ Game Play (<u>Ready to Use</u>, pg. 235) 	<ul style="list-style-type: none"> ❖ Footballs (Nerf and standard) ❖ Flags ❖ Cones <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u></p> <p>Blocking</p> <p>Interception</p> <p>Snapping</p> <p>Kick-off</p> <p>Hand-off</p> <p>Lateral pass</p> <p>Offense</p> <p>Defense</p> <p>Line of scrimmage</p> <p>Off sides</p> </div>



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Unit 8: Throwing and Catching/Striking--Softball Suggested Time: 3 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Combinations of Movement Patterns and Skills</u> 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities. 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.</p> <p><u>Movement Concepts</u> 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another. 2.2 Explain rotation principles used in performing various manipulative skills.</p> <p><u>Combination of Movement Patterns and Skills</u> 2.4 Identify characteristics of highly-skilled performances for the purpose of improving one's own performance. 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sport games and activities.</p> <p><u>Self-Responsibility</u> 5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation of participants.</p>	<p><u>Week 1: Review Throwing and Catching Fundamentals; Introduce the History, Rules, Safety, Positions, and Scorekeeping of Softball</u></p> <ul style="list-style-type: none"> ❖ Throwing and Catching <ul style="list-style-type: none"> ○ <u>Spark</u>, Softball pgs. 1-3 ○ <u>Ready to Use</u>, pg. 333 ❖ Base Running <ul style="list-style-type: none"> ○ <u>Spark</u>, Softball, pg. 8 ○ <u>Ready to Use</u> pg. 337 ❖ 5 Person Throw and Run Softball (<u>Spark</u>, Softball, pg. 4) <p><u>Week 2: Review Batting Fundamentals and Game Rules</u></p> <ul style="list-style-type: none"> ❖ Hitting Motion <ul style="list-style-type: none"> ○ <u>Spark</u>, Softball, pg. 5 ○ <u>Ready to Use</u>, pg. 339 ❖ Hitting Practice <ul style="list-style-type: none"> ○ <u>Spark</u>, Softball, pg. 6 ○ <u>Ready to Use</u>, pg. 340 ❖ 5 person Hit and Run Softball (<u>Spark</u>, Softball, pg. 7) <p><u>Weeks 3: Offensive and Defensive Strategy and Game Play</u></p> <ul style="list-style-type: none"> ❖ Fielding positions and basic coverage ❖ Softball Tournament <ul style="list-style-type: none"> ○ <u>Ready to Use</u>, pgs. 346-347 ○ <u>Spark</u>, Extra Extra pg. 4 	<ul style="list-style-type: none"> ❖ Softball (1 per 2 students) ❖ Hoops ❖ Cones ❖ Bases ❖ Bats ❖ Batting-T <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><u>Vocabulary</u> Grip Stance Swing Strike zone Bunting</p> </div>



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Unit 9: Striking Skills--Hockey Suggested Time: 3 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Combinations of Movement Patterns and Skills</u> 1.3 Demonstrate basic offensive and defensive skills and strategies in tem physical activities 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.</p> <p><u>Movement Concepts</u> 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another.</p> <p><u>Combination of Movement Patterns and Skills</u> 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sport games and activities.</p>	<p><u>Week 1: Review Stick Handling; Trapping and Dribbling</u> (<u>Spark</u>, Hockey pgs. 2-5) ❖ Jog and Dribble pg. 4 ❖ Dribble Keep Away pg. 5</p> <p><u>Week 2: Passing and Receiving</u> (<u>Spark</u>, Hockey pgs. 6-10) ❖ Partner Pass and Receive pg. 6 ❖ Pass-Pass pg. 7 ❖ Give and Go pg. 7 ❖ Get Your Ball pg. 8 ❖ Dodge and Pass pg. 9 ❖ Keep Away pg. 10 ❖ 3 Trap Game, pg. 10</p> <p><u>Week 3: Shooting;</u> (<u>Spark</u>, Hockey pgs. 11-14) ❖ Shot on Goal pg. 11 ❖ Face-Off pg. 11 ❖ 3 Trap Shot pg. 12 ❖ Endline Hockey pg. 13 ❖ Sideline Hockey pg. 14 ❖ Floor Hockey—The Game (<u>Ready to Use</u>, pg. 301)</p>	<p>❖ Sticks (1 per student) ❖ Balls (1 per student) ❖ Cone markers</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><u>Vocabulary</u> Grip Blade Frontside Backside Dribble</p> </div>



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Grade 8

Unit 10/Option #1: Striking Skills--Paddle Ball*

Suggested Time: 3 weeks

*Note: Teachers choose to teach Unit 10 Striking Skills Option #1 Paddle Ball or Option #2 Racquetball.

Standards	Instructional Activities & Resources	Equipment
<p><u>Combinations of Movement Patterns and Skills</u></p> <p>1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.</p> <p>1.4 Apply locomotor, nonlomotor, and manipulative skills to team physical activities.</p> <p><u>Movement Concepts</u></p> <p>2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another.</p> <p><u>Combination of Movement Patterns and Skills</u></p> <p>2.4 Identify characteristics of highly-skilled performances for the purpose of improving one' own performance.</p>	<p><u>Week 1: Review Grips, Forehand and Backhand Strokes</u></p> <ul style="list-style-type: none"> ❖ Using a Paddle or Racquet (<u>Ready to Use</u>, pg. 302) <p><u>Week 2: Introduce Strategies, Court Position, Lobs, and Drop Shots</u></p> <ul style="list-style-type: none"> ❖ Serving the Ball (<u>Ready to Use</u>, pg. 303) ❖ Partner practice lobs ❖ Partner practice drop-shots ❖ Practice game skills using lobs, drop shots <p><u>Week 3: Lead-up Game; Court Awareness</u></p> <ul style="list-style-type: none"> ❖ Paddle Games (<u>Ready to Use</u>, pg. 304) ❖ Tournament (<u>Spark</u>, Extra Extra pg. 4)---5 minute games with winning teams rotating up a court 	<ul style="list-style-type: none"> ❖ Paddles (1 per student) ❖ Balls (1 per student) ❖ Nets <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><u>Vocabulary</u></p> <p>Forehand</p> <p>Backhand</p> <p>Drop serve</p> <p>Bounce serve</p> <p>Ready position</p> </div>



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Unit 10/Option #2: Striking Skills--Racquetball*

Suggested Time: 3 weeks

*Note: Teachers choose to teach Unit 10 Striking Skills Option #1 Paddle Ball or Option #2 Racquetball.

Standards	Instructional Activities & Resources	Equipment
<p><u>Combinations of Movement Skills & Patterns</u> 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities. 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.</p> <p><u>Movement Concepts</u> 2.1 Describe and demonstrate how movement skills are learned in one physical activity can be transferred and used to help learn another.</p> <p><u>Combination of Movement patterns & skills</u> 2.5 Diagram, explain, and justify offensive strategies in modified and team sport games and activities.</p>	<p><u>Week 1: Review: Grips, Forehand and Backhand Strokes, Rules, Serving</u> ❖ Using a Paddle or Racquet (<u>Ready to Use</u>, pg. 302)</p> <p><u>Week 2: Bounce and Drop Serve Techniques</u> ❖ Serving the Ball (<u>Ready to Use</u>, pg. 303) ❖ Focus on offensive and defensive strategy</p> <p><u>Week 3: Hand-eye Coordination; Footwork; Dexterity</u> ❖ Hand Paddle Play (<u>Ready to Use</u>, pg. 316)</p>	<p>❖ Rackets (1 per student) ❖ Balls (1 per 2 students)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><u>Vocabulary</u> Forehand Backhand Lob Drop serve Bounce serve</p> </div>



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Unit 11: Fitness/Steroids

Suggested Time: 2 weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Fitness</u></p> <p>3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test</p> <p>3.2 Compare individual physical fitness results with research-based standards for good health.</p> <p>3.5 Measure and evaluate changes in physical fitness based on physical activity patterns.</p> <p>4.7 Compile and analyze a log listing food intake/calories consumed and energy expended through physical activity.</p>	<p><u>Week 1: Fitness Testing; Measure and Evaluate Progress Toward Yearly Fitness Goals</u></p> <ul style="list-style-type: none"> ❖ Test each component and give students options in demonstrating proficiency in order to maximize student success. <ul style="list-style-type: none"> ○ Aerobic capacity (Mile Run or Pacer) ○ Muscle Strength (Curl-up or Trunk Lift) ○ Strength and Endurance (Push-up) ○ Flexibility (Sit and Reach or Shoulder Stretch) ○ Body Composition (Height/Weight) ❖ Students will reflect on their progress throughout the year based on reflection paper written during Unit 2 <p><u>Week 2: Drugs and Steroids</u></p> <ul style="list-style-type: none"> ❖ <i>Too Good for Drugs</i>, Lessons: <ul style="list-style-type: none"> ○ “Get Attractive, Get Real”, pg. 103 ○ “Tobacco: Nasty!” pg. 61 ○ “Al K. Holic” pg. 85 ○ “The Truth About Drugs” pg. 115 	<ul style="list-style-type: none"> ❖ Fitnessgram DVD ❖ Fitnessgram CD ❖ Stereo ❖ Goal chart ❖ Cones ❖ Push-up and Curl-up mats ❖ Sit & Reach boxes ❖ Flexible rulers ❖ Scale ❖ Height measuring device <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u></p> <p>Cardiovascular</p> <p>Aerobic capacity</p> <p>Strength and endurance</p> <p>Muscle strength</p> <p>Flexibility</p> <p>Fitnessgram</p> <p>Body composition</p> <p>Curl-up</p> <p>Pull-up</p> <p>Healthy Fitness Zone</p> <p>Anabolic steroids</p> <p>Hormones</p> <p>Estrogen</p> <p>Testosterone</p> <p>Body Image</p> </div>



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Unit 12: Tumbling and Gymnastics Suggested Time: 2 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Combinations of Movement Patterns and Skills</u></p> <p>1.5 Demonstrate fundamental gymnastic/tumbling skills.</p> <p>1.6 Create and perform a routine using fundamental gymnastics/tumbling skills, locomotor and nonlocomotor movement patterns, and elements of speed, direction, and level.</p> <p><u>Movement Concepts</u></p> <p>2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another.</p> <p><u>Combination of Movement Patterns and Skills</u></p> <p>2.3 Explain how growth in height and weight affects one's performance and influences the selection of developmentally appropriate physical activities.</p> <p>2.4 Identify characteristics of highly-skilled performances for the purpose of improving one's own performance.</p>	<p><u>Week 1: Safety and Tumbling Fundamentals</u></p> <ul style="list-style-type: none"> ❖ Emphasize these class rules <ol style="list-style-type: none"> Follow progressions (don't try what you haven't been taught!) One at a time, one-way mats Zero tolerance for horseplay You have a choice! (challenge by choice) Falling skills (<u>Ready to Use</u>, pg. 136) ❖ Basic Position: <ul style="list-style-type: none"> ○ Squat ○ Straddle ○ Pike ○ Straight Body <p><u>Week 2 : Support, Balance and Technique</u></p> <ul style="list-style-type: none"> ❖ Forward Roll (<u>Ready to Use</u> pg. 151) ❖ Backward Shoulder Roll pg. 152 ❖ Cartwheel pg.156 ❖ Pyramids pgs. 140-142 ❖ Tripod pg. 137 ❖ Straddle Roll 	<ul style="list-style-type: none"> ❖ Assortment of mats ❖ Balance beams <div style="border: 1px solid black; padding: 5px;"> <p><u>Vocabulary</u></p> <p>Positions—</p> <ul style="list-style-type: none"> -Squat -Straddle -Pike -Straight <p>Jumps—</p> <ul style="list-style-type: none"> -Stretch -Straddle -Pike -Tuck -Stretch with twists (half and full) <p>Rolls—</p> <ul style="list-style-type: none"> -Forward -Backward -Shoulder <p>Balances—</p> <ul style="list-style-type: none"> -Scale -Knee scale -Tripod -Headstand </div>



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Unit 13: Create a Game/Reflection Suggested Time: 2 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Self-Responsibility</u> 5.2 Accept responsibility for individual improvement.</p> <p><u>Combination of Movement Patterns and Skills</u> 2.4 Identify characteristics of highly-skilled performances for the purpose of improving one's own performance</p>	<p><u>Week 1: Create a Game</u></p> <ul style="list-style-type: none"> ❖ Brainstorm team game ideas—use Create a Game Criteria (Appendix) <ul style="list-style-type: none"> ○ Game must include: elements of spin or rebound, designated offensive and defensive space, a penalty system and a scoring system ❖ Practice and refine games students created <p><u>Week 2: Game presentations; Self and Class Reflection</u></p> <ul style="list-style-type: none"> ❖ Complete game sheet ❖ Present the game ❖ Assess game using rubric (Appendix) ❖ Question/Reflection Sheet (Appendix) <ul style="list-style-type: none"> ○ Fill out ○ Discuss as a class ❖ Students will reflect on their progress throughout the year and write a one-page fitness reflection paper (Appendix) ❖ Class Activity <ul style="list-style-type: none"> ○ Vote on the most favorite activity of the year ○ Play that activity on the last day 	<p>❖ Miscellaneous equipment (e.g., cones, pins, racquets, goals, mats, poly spots, frisbees, flags, bats)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u></p> <p>Spin</p> <p>Rebound</p> <p>Space</p> <p>-Offensive</p> <p>-Defensive</p> <p>Penalty system</p> <p>Scoring system</p> <p>Reflection</p> </div>