PHYSICAL EDUCATION

8 Grade Intermediate Team Sports  |  Quarter 1/3  |  Last Update August 2016
---|---|---

**Concepts:**

**Strand 1:** Students will achieve a level of competency in motor skills and movement patterns. Students in grade eight will continue to participate in a variety of instructional physical activities. Experiences increase complexity in content, concept and skill development for a broad spectrum of activities. Students continue to practice skills in modified games, but increasingly participate in activities that are regulation games with more complex playing environments. This class incorporates more in-depth instruction training principles that can enhance health-related fitness as student’s progress in achieving personal fitness goals.

**Strand 2:** Students will apply knowledge to attain efficient movement and performance. Students will use tactics utilizing space, pathway, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting. Students will utilize defensive and offensive strategies to gain advantage in a game setting.

**Strand 5:** Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family. Students understand that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction.

**Key Standards:**

1.1 Demonstrate competency in a variety of movement forms and proficiency in some movement forms
1.2 Apply manipulative skills in a variety of individual, dual, and team sport-specific activities.
1.5 Combine manipulative skills while working with a partner or within a small group (e.g., hit a ball and run to base, dribble and shoot a basketball while being guarded, catch and throw a Frisbee).
1.6 Demonstrate body and target alignment that are common for a variety of skills (e.g., receiving a serve, catching a ball, catching a Frisbee).
2.1 Demonstrate through participation, ways to link and transfer basic manipulative skills and concepts to specialized sports' skills.
2.6 Establish a ready position in preparation for skill performance (e.g., receiving a volleyball serve or ground ball in softball or lacrosse).
5.2 Celebrate the successes and achievements of self and others.

**Physical Education Key Concepts**

<table>
<thead>
<tr>
<th>I can:</th>
<th>Vocabulary students should use</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the social benefits that result from team and individual sports participation.</td>
<td>Positive Social Interaction</td>
<td>Juggling Scarf Exploration (1.2)</td>
</tr>
<tr>
<td>Work with a group to solve problems and help to establish a culture that celebrates success and achievement of self and others.</td>
<td>Personal Challenge</td>
<td>Cartwheels / Line Walking &amp; Hoping (1.3)</td>
</tr>
<tr>
<td>I can create and perform a variety of dances such as square, folk, aerobic, modern, ballroom, line, and cultural.</td>
<td>Self Help Strategies</td>
<td>Ball Handling, Dribble, Score (1.4)</td>
</tr>
<tr>
<td>Demonstrate body and target alignment that are common for a variety of skills.</td>
<td>Goal Setting</td>
<td>Freeze Fake Shoot (1.5)</td>
</tr>
<tr>
<td>Move to open spaces to receive a pass during game situations.</td>
<td>Creative Self Expression</td>
<td>Putting Drills / Tennis Serve (1.6)</td>
</tr>
<tr>
<td>Create goals and monitor changes in the development of movement skills to improve my performance.</td>
<td>Problem Solving</td>
<td>Skipping Drills for Running (1.8)</td>
</tr>
<tr>
<td>Establish a ready position in preparation for to receive a volleyball, ground ball, or lacrosse pass.</td>
<td>Democratic Solutions</td>
<td>Defining and Achieving Goals (2.3)</td>
</tr>
<tr>
<td></td>
<td>Neophobic / Xenophobia</td>
<td>Turning a Defender (2.4)</td>
</tr>
<tr>
<td></td>
<td>Manipulative Skills</td>
<td>Creating Space to Score (2.4)</td>
</tr>
<tr>
<td></td>
<td>Weight Transfer</td>
<td>Taking Infield / Softball Drills (2.6)</td>
</tr>
<tr>
<td></td>
<td>Body &amp; Target Alignment</td>
<td>Hold an Awards Ceremony (5.2)</td>
</tr>
<tr>
<td></td>
<td>Guarded</td>
<td>Reflective Growth Essay (5.2)</td>
</tr>
<tr>
<td></td>
<td>Technique / Tactics</td>
<td>Problem Solving: Titanic, T-P Shuffle, All Aboard (5.9)</td>
</tr>
<tr>
<td></td>
<td>Wellness</td>
<td>Utilizing Space</td>
</tr>
<tr>
<td></td>
<td>Ready Position</td>
<td>Ready Position</td>
</tr>
</tbody>
</table>

**Assessment Options:**

Fitness Gram / Activity Gram
### Physical Education Key Concepts

**Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support engagement in physical activity.** Students will identify the components of designing, monitoring, and evaluating physical fitness, understanding the importance of attention to minimal fitness needs and implementing essential components to maintaining a lifetime of fitness.

**Strand 4: Students will develop cooperative skills and positive personal behaviors through communication and respect for self and others.** Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, understanding how rules and etiquette contribute to a safe and enjoyable environment. Students will review outdoor pursuits and understand how setting is an important factor to ensure and enjoyable experience.

#### Key Standards:
- **3.1** Access personal levels of fitness and maintain a basic exercise plan, including all components of health related fitness. (e.g., assessment of strength, muscular endurance, cardiovascular endurance, flexibility).
- **3.5** Explore a variety of nontraditional physical activities for personal interest inside and outside of class (e.g., orienteering, field hockey, and hiking).
- **4.1** Demonstrate the ability to make responsible choices in activity settings.
- **4.2** Demonstrate while participating compliance with activity rules and procedures.
- **4.3** Practice safe behaviors relative to others.
- **4.6** Demonstrate the ability to work and support others with both teammates and opponents.
- **4.8** Seek out, participate with, and show respect for persons of like and different genders, abilities, skills, and cultures.

#### Assessment Options:
- Fitness Gram / Activity Gram

### Vocabulary students should use

<table>
<thead>
<tr>
<th>Components</th>
<th>Minimal Fitness Needs</th>
<th>Muscular Endurance</th>
<th>Cardiovascular Endurance</th>
<th>Strength</th>
<th>Flexibility</th>
<th>Techniques</th>
<th>Goals</th>
<th>Nontraditional Activities</th>
<th>Food Intake</th>
<th>Energy Balance</th>
<th>Truck Stabilization</th>
<th>Analysis</th>
<th>Compliance</th>
<th>Constructive Criticism</th>
<th>Democratic Plan</th>
<th>Solving Problems</th>
<th>Cultural Backgrounds</th>
</tr>
</thead>
</table>

### Lessons

- **I can:**
  - Identify activities that will help me improve each component on my fitness.
  - Assess personal levels of fitness and maintain a basic exercise plan.
  - Monitor my progress by utilizing current technologies.
  - Change activities or modify game rules to enhance my fitness benefits.
  - Discuss the concept of energy balance.
  - Describe the relationship between physical activity and food intake to my health.
  - Demonstrate proper posture while performing selected activities and exercise.
  - Identify exercise that contributes to trunk stabilization.
  - Practice safe behaviors relative to others.
  - Keep the importance of winning and losing in perspective.
  - Accept and consider constructive criticism from both teacher and peers.
  - Demonstrate the ability to work with and support both teammates and opponents.
  - Develop democratic plans to solve problems.
  - Demonstrate respect for persons of like and different genders, abilities, skills, and cultures.

- **Vocabulary students should use**
  - Components
  - Minimal Fitness Needs
  - Muscular Endurance
  - Cardiovascular Endurance
  - Strength
  - Flexibility
  - Techniques
  - Goals
  - Nontraditional Activities
  - Food Intake
  - Energy Balance
  - Truck Stabilization
  - Analysis
  - Compliance
  - Constructive Criticism
  - Democratic Plan
  - Solving Problems
  - Cultural Backgrounds

- **Lessons**
  - Create a brochure on nontraditional opportunities offered in local communities. (3.5)
  - Two day diet and Activity Log (3.9)
  - Create a menu for optimal physical performance (3.10)
  - Utilize technology to provide feedback and analysis of movement (3.14)
  - Self-examination of performance or ability (4.5)
  - Teambuilding Games (4.6)
  - Allow class to create procedures and process for solving game conflicts (4.7)
  - Report of sports played around the world (4.9)
Physical Education Cooperative Games and Problem Solving Activities

Every year, we begin with cooperative and problem solving activities that foster cooperation, encouraging strategic and supportive dialogue, listening to a different opinion than your own, and having fun at the same time. The activities also develop collaboration, communication, cooperation, respect, teamwork, and problem solving skills -- all skills necessary for the success of any physical activity, game, or sport that involves more than one person. Some groups spend just a few classes on cooperative activities, while others spend a lot more time and do a wider variety of them. This depends on what each group needs and how well they are working together. We find that starting each year with cooperation activities helps to create a smooth transition into skill work, partnered activities, and small and large/whole group activities and games.

- **Titanic:** Students are told they are aboard a sinking ship (the Titanic) and they need to get everyone off and to the shore safely using only the 3-4 “life boats” (hula hoops) provided. Students may only step in the hoops and may pick up hoops, but only those that are empty. Hula hoops cannot be dragged or tossed. Teams may take any number of passengers on the lifeboats but if any passenger steps out of the hoops, everyone must return to the ship. Passengers may step out of the lifeboat only when they have reached land, but they may not throw the hoops back to the boat.

- **T-P Shuffle:** Students stand on balance beam, and have to get into the required order (by height, alphabetical order by name, by birthday, etc.) without stepping off the balance beam. If anyone steps off, they start over. Sometimes this is modified by not allowing verbal communication.

- **All aboard:** Groups have to all stand on a box for 5 seconds. First a quarter of the group, then half, and then the whole group.

- **Group Juggle:** The juggling starts with one student tossing to another student and then they toss to another student, etc. Once a pattern has been set with one object, another object is added, then three, maybe four, and even up to five objects. As groups begin to toss more objects, they will notice the importance of communication, eye contact, and discussing strategies.

After the initial Cooperation and Problem Solving unit, we move onto eye-hand coordination skills and activities that combine the eye-hand coordination skills with cooperation and problem solving. Fortunately, most activities in PE require cooperation. At least, if the group is going to be successful at any activities, they need to use the same skills in every activity that was used in the group initiative/cooperative/problem solving activities. Also, at times during the year, if a class is having difficulty with their group dynamics, we revisit a problem solving activity (usually a new one or one they have done before with a little twist).