



OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

MIDDLE SCHOOL COURSE OUTLINE

Course Code	3744	Department	Physical Education		
Course Title	Physical Education 8 th Grade				
Short Title	PE 8 th Grade	Grade Level	8		
Course Length	1 Year	Required	X	Elective	
Prerequisites	None				

COURSE DESCRIPTION:

This course provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program aligned with the Physical Education Model Content Standards for California Public Schools. In 8th grade, the content standards emphasize working as a team to solve problems. The focus of this course is the application of movement skills and knowledge (including defensive and offensive strategies) to team physical activities, gymnastics/tumbling, and square dance; the assessment and maintenance of physical fitness to improve health and performance; the requisite knowledge of physical fitness concepts, principles and strategies to improve health and performance; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity include: physical fitness (activities, assessment, concepts, development and maintenance); cooperative activities; movement skills and strategies applied in modified games of: flag football; soccer or lacrosse; volleyball; basketball or floor hockey; soccer; softball; team handball/ultimate Frisbee; square dance; stunts and tumbling.

GOALS: (Student needs the course is intended to meet)

Students need to:

- Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
- Assess and maintain a level of physical fitness to improve health and performance.
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

CONTENT STANDARDS:

Students will:

Rhythmic Skills

- 1.1 Identify and demonstrate square dance steps, positions, and patterns to music.
- 1.2 Create and perform a square dance.

Combinations of Movement Patterns and Skills

- 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.
- 1.5 Demonstrate fundamental gymnastic/tumbling skills.
- 1.6 Create and perform a routine using fundamental gymnastics/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.

Movement Concepts

- 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.
- 2.3 Explain how growth in height and weight affects one's performance and influences the selection of developmentally appropriate physical activities.

Combination of Movement Patterns and Skills

- 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.
- 2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.
- 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test and/or other research-based fitness assessment tools.
- 3.2 Refine individual personal physical fitness goals for each of the five areas of fitness based on research-based standards.
- 3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.
- 3.4 Participate in moderate to vigorous physical activity a minimum of 4 days per week.
- 3.5 Periodically assess attainment of, or progress toward, personal physical fitness goals, and make necessary adjustments to personal physical fitness program.
- 3.6 Participate safely in moderate to vigorous physical activity when conditions are unconventional (weather, travel, injury).
- 4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up, cool-down and principles of exercise for each the five components of health-related fitness.
- 4.2 Identify and perform appropriate physical activities that can be completed in inclement weather, while away from home or school, and when a minor injury may require an alternate activity.
- 4.3 Identify ways to increase physical activity in routine daily activities.
- 4.4 Identify and apply basic weight/resistance training principles and safety practices.
- 4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.
- 4.6 Explain the different types of conditioning for different physical activities.

Self Responsibility

- 5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation of participants.
- 5.2 Organize and work cooperatively with a group to achieve goals.
- 5.3 Identify and evaluate three life-long physical activity preferences and determine self-responsibility for skill development, knowledge of concepts, and fitness benefits.

Social Interaction

- 5.4 Identify and reward the contributions of members of a group or team in accomplishing a task or goal.

Group Dynamics

- 5.5 Accept the roles of group members within the structure of a game or activity.

- 5.6 Describe leadership roles and responsibilities within the context of team games and activities.
- 5.7 Model and encourage others to be supportive and inclusive of all ability levels.

DISTRICT PERFORMANCE STANDARDS:

The Long Beach Unified School District has common assessments and assignments for Physical Education. The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the Proficient Level and receive a C or better in the course. Performance level is determined by the average of the Assessments or Assignments.

Physical Education Performance Standard Criteria

Assessment/ Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Graded Student Assessments	Average is a 1 or less than 60%	Average is a 2 or 60% - 69%	Average is a 3 or 70% - 84%	Average is a 4 or 85% - 100%
Physical Education Fitness Assessment (Individual Fitnessgram Record, with Pre- and Post-Test Scores, Healthy Fitness Zone Comparisons, Goals, and Goals Met)	Minimal Completion	Partially Complete	Mostly Complete	Complete, with accurate scores, comparisons to health-related standards, and reasonable goals for improvement See Appendix
Develop a two-week personal fitness plan, specifying proper warm-up and cool down, with activities and the principles of exercise for the five components of fitness (cardiorespiratory, muscular strength and endurance, flexibility, and body composition). Principles include progression, overload, specificity, regularity, individual differences.	Plan Minimally Complete	Plan Partially Complete	Plan includes almost all components	A complete plan includes: 2 weeks of a variety of activities (with proper warm-up and cool down for all five fitness components correctly identified; FIT principle (frequency, intensity, e.g., target heart rate, amount of time for each activity); show overload, progression, specificity, regularity, and individuality principles. See Appendix
One Month Activity Journal	Includes all of the components for one week	Includes all of the components for two weeks	Includes all of the components for three weeks	A complete physical activity log includes health-enhancing activities, and the activity and time for each, 180 minutes or more a week, 4 or more days a week, parent signature verification for each week.
Demonstration of skill or skill combinations	Student demonstrates minimal or no critical elements of the skill	Student demonstrates some of the critical elements of the skill	Student demonstrates most of the critical elements of the skill	Student clearly and consistently demonstrates all critical elements of the skill
Cognitive Concepts	Student demonstrates little or no evidence of concept knowledge	Student demonstrates some evidence of concept knowledge	Student demonstrates evidence of concept knowledge	Student clearly and consistently demonstrates concept knowledge

OUTLINE OF CONTENT AND TIME ALLOTMENT:

Introduction to Physical Education (Department Information Letter/Brochure)

1 week

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
5 Days	<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>5.3 Identify and evaluate three life-long physical activity preferences and determine self-responsibility for skill development, knowledge of concepts, and fitness benefits.</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>Philosophy</p> <p>Class Curriculum Expectations, Grading Criteria</p> <p>Classroom Rules and Procedures</p> <p>Physical Education Uniform and Dressing Policy</p> <p>Locks and Locker Room Procedure</p> <p>Distribute physical education program information letter/brochure for parent signature</p> <p>Vocabulary</p> <p>See Glossary for definitions</p> <p>Biomechanics</p> <p>Body management</p> <p>Fundamental movement skills</p> <p>Group dynamics</p> <p>Health</p> <p>Individual or dual activity</p> <p>Kinesiology</p> <p>Large muscle groups</p> <p>Locomotor movements</p> <p>Manipulative movements</p> <p>Movement concepts</p> <p>Movement patterns</p> <p>Physical activity</p> <p>Physical fitness</p>	<p>Equipment:</p> <p>Items from stock catalog or physical education equipment catalogs</p> <p>Fleece balls: S442150; Deck tennis rings: S442500; Bean Bags: S441950; Hula Hoops: S442200 and S442210; Flags: Red, S403300; Yellow, S403400 Ropes: S442250; Cones: 442075. Poly Spots and Rubber Chickens from P.E. Equipment Catalogs</p> <p>Books:</p> <p><u>Teaching Responsibility Through Physical Activity</u> By Don Hellison, Ph.D./ Human Kinetics, 1995 (Each department received this book from the Health/P.E. Office in 2001.)</p> <p><u>Quicksilver</u> by Karl Rohnke and Steve Butler/ Kendall/Hunt Publishing Company, Iowa 1995 (Each department received this book from the Health/P.E. Office in 2001.)</p> <p><u>Silly Sports and Goofy Games</u> Spencer Kagan/Kagan Publishing (Each department received this book from the Health/P.E. Office in 2003.)</p> <p>Video:</p> <p><u>Silver Bullets</u> District Professional Video Library at OMS: VC 6986</p>

Social Skills and Cooperative Activities

3 weeks ongoing

(This is an ongoing unit throughout the school year)

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days Ongoing	<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>5.3 Identify and evaluate three life-long physical activity preferences and determine self-responsibility for skill development, knowledge of concepts, and fitness benefits.</p>	<p>This is an ongoing unit throughout the school year. Personal responsibility and social skills should be taught at the beginning of the year. Cooperative activities are used to teach, practice, and reinforce social skills.</p> <p>Review, practice, and reinforcement of social skills, should continue throughout the school year in all units.</p> <p>Skills:</p> <p>Personal and Social</p>	<p>Books:</p> <p><u>Adventure Curriculum for Physical Education for High School</u> by Jane Panicucci, Project Adventure, Inc. (Each department received this book from the Health/P.E. Office in 2003)</p> <p><u>Teaching Responsibility Through Physical Activity</u> by Don Hellison, Ph.D./ Human Kinetics, 1995 (Each department received this book from the Health/P.E. Office in 2001.)</p> <p><u>Quicksilver</u> by Karl Rohnke and Steve Butler/ Kendall/Hunt</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	<p><u>Social Interaction</u> 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> 5.5 Accept the roles of group members within the structure of a game or activity. 5.6 Describe leadership roles and responsibilities within the context of team games and activities. 5.7 Model and encourage others to be supportive and inclusive of all ability levels.</p>	<p>Responsibility Social Skills: active listening, encouragement, courtesy, helpfulness</p> <p>Activities:</p> <p>Icebreakers: Name games, Line up</p> <p>Tag games: Everybody's it, hospital tag, partner tag, elbow tag, triangle-tag, blob tag, clothespin tag</p> <p>Team building activities: Group juggling, knots, stand up, circle the circle</p>	<p>Publishing Company, Iowa 1995 (Each department received this book from the Health/P.E. Office in 2001.) <u>GamesSkills</u> by Stephanie Hanrahan/Teresa Carlson/Human Kinetics, 2000, District Professional Library Code: 796.07 HAN <u>Assessing Student Responsibility and Teamwork</u> by NASPE, AAHPERD, 2000, District Professional Library Code: 613.7</p> <p>Video: <u>Silver Bullets</u> <u>District Professional Video Library at OMS: VC 6986</u></p>

Fitness Concepts and Activities, Pre-and Post-Assessments
(This is an ongoing unit throughout the school year)

7 weeks ongoing

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
35 Days Ongoing During Year	<p>3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test and/or other research-based fitness assessment tools.</p> <p>3.2 Refine individual personal physical fitness goals for each of the five areas of fitness based on research-based standards.</p> <p>3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.</p> <p>3.4 Participate in moderate to vigorous physical activity a minimum of 4 days per week.</p> <p>3.5 Periodically assess attainment of, or progress toward, personal physical fitness goals, and make necessary adjustments to personal physical fitness program.</p> <p>3.6 Participate safely in moderate to vigorous physical activity when conditions are unconventional (weather, travel, injury).</p> <p>4.1 Develop a two-week personal physical fitness</p>	<p>This is an ongoing unit throughout the school year.</p> <p>Assess health-related fitness using the State fitness test (can be supplemented with additional research-based assessments) Compare scores to Healthy Fitness Zone</p> <p>Introduce and review the health-related fitness components of (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition)</p> <p>Set goals for improvement for muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition, monitor improvement, develop a one-day total body fitness plan</p> <p>Fitness Activities (Circuits, stations, fitness lab, weight room, aerobics, steps, runs, medicine balls, cardio equipment)</p> <p>Heart rate monitors, heart rate wands, skin calipers, use of pedometers</p> <p>Fitness Post-Assessment</p>	<p>Equipment: Fitnessgram equipment (skin fold calipers, tape or CD of Pacer, push-ups, and curl-ups cadence, sit and reach board, rulers, mat with line for curl-ups, body-fat analyzers, scale, fitness software) Each department received Fitnessgram materials (Third Edition Manual w/DVD of all tests, Pacer audio CD, Skinfold calipers, and curl-up strips) from the Research Office in 2005.</p> <p>CD/cassette player and speakers; audio music CD's</p> <p>Charts of fitness exercises (check Physical Education catalogs)</p> <p>Heart rate wands and heart rate monitors (Each department received heart rate wands from the Health/Physical Education Office, Spring, 2000 and 2003) Mats; Medicine Balls; Aerobic Steps; Hand weights; Weight benches; Jump ropes; Concept 2 Rowing Machines; Elastic exercise bands or Dynabands and additional fitness exercise equipment.</p> <p>Books: <u>Fitness for Life</u>, by Charles B.</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>plan specifying the proper warm-up, cool-down and principles of exercise for each the five components of health-related fitness.</p> <p>4.2 Identify and perform appropriate physical activities that can be completed in inclement weather, while away from home or school, and when a minor injury may require an alternate activity.</p> <p>4.3 Identify ways to increase physical activity in routine daily activities.</p> <p>4.4 Identify and apply basic weight/resistance training principles and safety practices.</p> <p>4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.</p> <p>4.6 Explain the different types of conditioning for different physical activities.</p>	<p>Reassess personal fitness and compare scores to pretest scores, health standards, and personal goals.</p> <p>Evaluate fitness plan</p> <p>Vocabulary</p> <p>See Glossary for definitions</p> <ul style="list-style-type: none"> • Aerobic activity • Anaerobic • Basic resistance principles • Biomechanics • Body composition • Components of physical fitness • Cool down exercises • Core muscles • Dehydration • Ergogenic aids • Flexibility • F.I.T.T. principles/concepts • Frequency • Health-related physical • Healthy fitness zone • Healthy target heart rate zone • Hyper-extension • Hyper-flexion • Individuality • Intensity • Large muscle groups • Mode/type • Moderate physical • Muscle endurance • Muscle strength • Overload • Perceived exertion index • Physical fitness • Plyometric exercise • Principles of training/principles of exercise • Progression • Recovery rates • Regularity • Resistance principle • Specificity. • Time • Type • Vigorous physical activity • Warm-up exercises • Weight-bearing activities 	<p>Corbin and Ruth Lindsey/Human Kinetics, 2003, ISBN 0-7360-4494-9</p> <p><u>Dynamic Physical Education for Elementary School Children</u> by Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 372.86 PAN</p> <p><u>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide</u> American All. for Health, Physical Education, Recreation, and Dance/Human Kinetics District Professional Library Code: 613.7 PHY (Second Edition, 2005)</p> <p><u>Fitnessgram/Activitygram Test Administration Manual with DVD</u> video of all fitness tests, Third Edition, Merilu Meredith, Gregory Welk, Editors; Human Kinetics, 2004. LBUSD Research Office distributed to all schools, Spring, 2005.</p> <p><u>Physical Best Activity Guide Secondary Level</u> AAHPERD/Human Kinetics District Professional Library Code: 613.7 PHY</p> <p><u>PE-4-Me, Teaching Lifelong Health and Fitness</u> by Cathie Summerford; ISBN 0-7360-0165-4; Human Kinetics, 2004 Human Kinetics: 1-800 747-4457</p> <p>Videos: DVD of fitness tests included in <u>Fitnessgram Test Administration Manual</u>, 2004_(See info above) Physical Best Instructor Video Professional Video Library at OMS: VC 7008 <u>Flexibility for Sport and Fitness</u> Professional Video Library at OMS: VC 6908 Physical Education Software Sources: Bonnie's Fitware: (562) 924-0835 Humankinetics: Champaign, IL, (800) 747-4457, e-mail www.humankinetics.com</p>

Flag Football

3 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days	<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>Mature technique of overhand; sidearm; underhand throwing and catching skills applied during small-sided games of team handball and/or softball and/or flag football</p> <p>Choose or combine these activities: Small-sided lead-up games for team handball; lead-up games for flag football; lead-up games for softball.</p>	<p>Equipment: Assortment of balls, blue soft "gatorskin-type" balls (Stock Catalog: S442375), gloves, flying discs (S442525), cones (S442075), bases (S441200) flags (S403300 Red; S403400 Yellow) All equipment in stock catalog except pinnies (in GOPHER catalog: GH29-217 Rainbow Pinnies with Velcro Closure, Rainbow Set...Set of 6, \$19.95, as of 12/05)</p> <p>Books: <u>Dynamic Physical Education for Elementary School Children</u> Pangrazi and Dauer/Allyn & Bacon: District Professional Library: 372.86 PAN <u>Teaching Middle School Physical Education</u> By Bonnie Mohnsen/Human Kinetics: District Professional Library: 796 MOH <u>It's Not Just Gym Anymore</u> by Bane McCracken, Human Kinetics, 2001; ISBN 0-7360-0127-1; Human Kinetics: 1-800-747-4457</p> <p>See General Reference books under, "Materials Used in Teaching the Course."</p>

Soccer Skills and Soccer Games

4 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
20 Days	<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>1.5 Demonstrate fundamental gymnastic/tumbling skills.</p> <p>1.6 Create and perform a routine using fundamental</p>	<p>Mature technique of kicking/punting, trapping, and foot dribbling applied during small sided games of soccer.</p> <p>Vocabulary</p> <p><u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity.</p> <p><u>Biomechanics</u> – The study of human movement and how such movement is influenced by gravity,</p>	<p><u>Dynamic Physical Education for Elementary School Children</u> By Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 372.86 PAN <u>Dynamic Physical Education For Secondary School Children</u> By Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 613.7 <u>It's Not Just Gym Anymore</u> by Bane McCracken, Human Kinetics, 2001; ISBN 0-7360-0127-1;</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>gymnastics/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.</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> 2.4 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. 2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.</p>	<p>friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.</p> <p><u>Rebound principles</u> – Newton's Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit.</p> <p><u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the game.</p> <p><u>Striking pattern</u> – Fundamental motor skill in which an object is hit, with or without an implement.</p> <p><u>Tactics</u> – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation.</p>	<p>Human Kinetics: 1-800-747-4457</p> <p>See General Reference books under, "Materials Used in Teaching the Course."</p>

Basketball Skills and Concepts Applied to Basketball Games

4 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
20 Days	<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. 2.3 Explain how growth in height and weight affects one's performance and influences the selection of developmentally appropriate physical activities.</p>	<p>Mature technique of hand dribbling applied during small-sided games of basketball</p> <p>Emphasis should be on developing dribbling skills and skill combinations through modified games or lead-up activities.</p> <p>Vocabulary</p> <p><u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity. <u>Biomechanics</u> – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are</p>	<p>Dribbling</p> <p>Equipment: Basketballs, pinnies, cones (Stock catalog for all equipment except pinnies.)</p> <p>Books: <u>Dynamic Physical Education for Elementary School Children</u> Robert P. Pangrazi and Victor P. Dauer/Allyn & Bacon: 372.86 PAN <u>Dynamic Physical Education For Secondary School Children</u> By Pangrazi/ Allyn and Bacon/District Professional Library Code: 613.7 <u>Teaching Middle School Physical Education By Bonnie Mohnsen/Human Kinetics: District Professional Library: 796 MOH</u></p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	<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>2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.</p>	<p>performed in explicit ways in order to improve their efficiency and effectiveness.</p> <p><u>Rebound principles</u> – Newton's Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit.</p> <p><u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the game.</p> <p><u>Tactics</u> – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation.</p>	<p><u>It's Not Just Gym Anymore</u> by Bane McCracken, Human Kinetics, 2001; ISBN 0-7360-0127-1; Human Kinetics: 1-800-747-4457</p> <p>See General Reference books under, "Materials Used in Teaching the Course."</p> <p>Video: <u>Teaching Basketball Fundamentals</u>, Professional Video Library at OMS VC69878 <u>The Art of Handling the Rock</u>: 30 minute workout guaranteed for success By Sandy "Spin" Slade (basketball) Sandy Slade PO Box 1513 Corona, CA 91718 (909) 279-3476 www.sandyspinlade.com</p>

Volleyball Skills and Concepts Applied to Volleyball Games

3 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days	<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</p>	<p>Mature technique of volleying during small-sided games of volleyball (2 on 2; or 3 on e) Apply volleying skills to two and three person modified volleyball games and activities</p> <p>Vocabulary</p> <p><u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity.</p> <p><u>Biomechanics</u> – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.</p> <p><u>Rebound principles</u> – Newton's Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit.</p> <p><u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the game.</p>	<p>Equipment: Variety of volleyballs: trainer volleyballs and regular volleyballs, from stock catalog and from Physical Education equipment catalogs.</p> <p>Book: <u>Coaching Volleyball Successfully</u> William Neville, United States Volleyball Association Leisure Press, A Division of Human Kinetics, Box 5076 Champaign, IL 61825-5076 1-800-747-4457</p> <p>See General Reference books under, "Materials Used in Teaching the Course."</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>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>2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.</p>	<p><u>Striking pattern</u> – Fundamental motor skill in which an object is hit, with or without an implement.</p> <p><u>Tactics</u> – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation.</p> <p><u>Volley</u> – To strike a ball upward</p>	

Flying Disc Skills

2 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
10 Days	<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>.</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>2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive</p>	<p>Mature technique for throwing and catching applied during flying disc activities.</p> <p>Throw a variety of objects to a stationary target, a moving target, for accuracy, for distance, and in a game-type situation.</p> <p>Catching above the waist, below the waist using a variety of objects while stationary, moving and in a game-type situation</p>	<p>Equipment: Assortment of balls, blue soft "gatorskin-type" balls (Stock Catalog: S442375), gloves, flying discs (S442525), cones (S442075), bases (S441200) flags (S403300 Red; S403400 Yellow) All equipment in stock catalog except pinnies (in GOPHER catalog: GH29-217 Rainbow Pinnies with Velcro Closure, Rainbow Set...Set of 6, \$19.95, as of 12/05)</p> <p>Books: <u>Dynamic Physical Education for Elementary School Children</u> Pangrazi and Dauer/Allyn & Bacon: District Professional Library: 372.86 PAN <u>Teaching Middle School Physical Education</u> By Bonnie Mohnsen/Human Kinetics: District Professional Library: 796 MOH</p> <p>See General Reference books under, "Materials Used in Teaching the Course."</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	space, a penalty system, and a scoring system.		

Square Dance

4 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
20 Days	<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>1.3 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>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 the 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>2.2 Explain rotation principles used in performing various manipulative skills.</p>	<p>Square dance steps, moves, and combinations in traditional and contemporary square dances.</p> <p>Square Identification Circle Left Circle Right Swing and Couple Promenade Do-Sa-Do Allemande Left Right and Left Grand Forearm Turns Stars – Right and Left-hand Two Ladies Chain Bend the Line Pass Thru and Around One to a Line</p>	<p>Equipment: Appropriate sound system</p> <p>Book and Music CD <u>The Fundamentals of Square Dancing</u> By Bob Ruff and Jack Murtha from Wagon Wheel Records (All departments received this book and CD in Spring, 2001.)</p>

Softball

3 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days	<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>Body management and object manipulation skills for successful participation in combative activities.</p> <p>History, rules, safety, positions, scorekeeping</p> <p>Throwing: underhand, overhand, sidearm, pitching</p>	<p>Equipment: Softballs, bases, bats, face masks, T's for batting, gloves (all but T's in stock catalog)</p> <p>Books: <u>Dynamic Physical Education for Elementary School Children</u> By Robert Pangrazi/Allyn & Bacon; District Professional</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	<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><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>Catching: thrown ball, ground balls, fly balls</p> <p>Batting, baserunning, batting order</p> <p>Offensive and defensive strategy and position play</p> <p>Lead-up activities and game application</p>	<p>Library Code: 372.86 PAN <u>Dynamic Physical Education For Secondary School Students</u> By Robert Pangrazi/Allyn & Bacon; District Professional Library Code 372.86 PAN</p> <p>See General Reference books under, "Materials Used in Teaching the Course."</p>

Tumbling/Gymnastics

2 Weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
10 Days	<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 the 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>Review basic tumbling moves Review history Spotting and safety</p> <p>Pyramids (with appropriate safety instruction, no higher than two levels)</p> <p>Balance beam, if school has apparatus (low beam, regulation beam)</p> <p>Mounts, walking, hopping and skipping, turns, balances, dismounts</p> <p>Vaulting, if school has apparatus Squat, straddle</p> <p>Floor exercise Combine basic tumbling moves into a routine</p>	<p>Equipment: Assortment of mats; Charts; Balance beams (4x4, short beam, regulation beam), charts, parallel or uneven bars, vaulting horse, pommel horse, or buck, spring board)</p> <p>Books: <u>Dynamic Physical Education for Elementary School Children</u> By Robert Pangrazi/Allyn & Bacon; District Professional Library Code: 372.86 PAN</p> <p><u>Dynamic Physical Education For Secondary School Students</u> By Robert Pangrazi/Allyn & Bacon; District Professional Library Code 372.86 PAN</p> <p>See General Reference books under, "Materials Used in Teaching the Course."</p>

Review Closure

1 week

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
5 Days	All	Review and reflection of skills and concepts learned Locker room shutdown	Closure Student Portfolios, Assessments, Journals, Logs

METHODS: A variety of instructional strategies will be used to accommodate all learning styles and to reinforce reading, writing and physical activity skills while learning physical education content.

Methods include: Demonstrations – by teacher, student(s), or experts on video; Lecture; Modeling; Guided practice and Group discussion.

Student centered learning to include: peer coaching; reciprocal teaching; checklists; video (peer and self-analysis); guided discovery; stations and circuits; and task cards.

Lesson Design & Delivery: Teachers will incorporate these components of lesson design. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
---	--

Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Body Movement)
• Think of	• Pair/Share	• Restate in Journals	• Body movement signals
• Recall	• Idea Wave	• Response Boards or on Clipboards	• Model with or without manipulatives
• Imagine	• Choral Response	• Graphic Organizers	• Stand up/ Kneel
• Observe	• Give One, Get One	• Ticket Out of Class	• Point to Examples
• Consider	• Cooperative Discussion		

	Groups		
--	--------	--	--

Baldrige Quality Tools

- Flow Chart
- Team Building Activities
- Student Survey
- Plus/Delta
- Issue Bin

Literacy and Differentiation Strategies: Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<p><u>Reading Strategies in Physical Education</u></p> <ul style="list-style-type: none"> • Learning Logs • Pre-teaching • Vocabulary • Pre-reading • Anticipation Guides • Reciprocal Teaching <p><u>SDAIE Strategies for English Learners</u></p> <ul style="list-style-type: none"> • Tapping/Building Prior Knowledge (Graphic Organizers) • Grouping Strategies • Multiple Intelligences • Adapt the written material • Interactive Learning (Manipulatives, Visuals) • Acquisition Levels • Language Sensitivity • Lower the Affective Filter (including Processing Time) • Home/School Connection(including Cultural Aspects) 	<p><u>Strategies for Special Needs Students</u></p> <ul style="list-style-type: none"> • Interactive Learning (manipulatives, visuals)) • Adapt Reading Material • Modify Equipment • Homogeneous Grouping • Small Group Instruction • Direct Instruction • Graphic Organizers • Partner • Build Prior Knowledge • Differentiate Instruction • Use of Instructional Accommodations: <i>(i.e., Change of response, scheduling, presentation, and setting)</i> • Modify/adapt the Curriculum: <i>(i.e., Change quantity, timing, level of support, input, difficulty, output, participation, have alternate goals)</i> 	<p><u>Primary Language Support</u></p> <ul style="list-style-type: none"> • Preview/review Grouping <p><u>Differentiation for Advanced Learners</u></p> <ul style="list-style-type: none"> • Curriculum Compacting • Tiered Assignments • Flexible Grouping • Acceleration • Depth and Complexity • Independent Study
---	---	--

MATERIALS USED IN TEACHING THE COURSE:

Resources: Equipment, Books, Videos, Software

Equipment:

- Variety of balls and equipment from district stock catalog and physical education equipment catalogs (Sporttime, Gopher, Flaghouse, The Education Company, Wagon Wheel Records, Human Kinetics, etc.) Chalkboard/white board, chart paper and easel, crates for portfolios/journals
- Boom box with tape/CD player (extra tapes and batteries)
- Stopwatches
- Electric ball pump
- Measuring wheel for measuring various distances, areas, fields, boundaries
- Clipboards (teacher and students class set)
- Chalk or paint for lining fields

Video camera, VCR and monitor
Heart Rate Wands

General Reference Books

Dynamic Physical Education for Elementary School Children

By Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 372.86 PAN

Dynamic Physical Education For Secondary School Children

By Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 613.7

The Safe Exercise Handbook, Fourth Edition

By Toni Branner/Kendall/Hunt Publishing, 2000, ISBN 0-7872-7135-7

One copy provided to all departments from Health/P.E. Office, Spring, 2003

Awesome Elementary School Physical Education Activities

By Cliff Carnes/The Education Company; District Professional Library Code: 372.86 PAN

Teaching Middle School Physical Education

By Bonnie Mohnsen/ Human Kinetics; District Professional Library Code: 796 MOH

Complete Physical Education Plans for Grades 7-12

By Isobel Kleinman/Human Kinetics, 2001/www.humankinetics.com

Teaching Cues for Basic Sport Skills For Elementary and Middle School Students

By Hilda Fronske and Rolayne Wilson, Benjamin Cummings, 2002, ISBN 0-205-30956-9

Teaching Cues for Sports Skills, Second Edition

By Hilda Fronske/Allyn & Bacon, 2001, ISBN 0-205-32752-4

General Music Source

Wagon Wheel Records
16812 Pembroke Lane
Huntington Beach, CA 92649
(714) 846-8169

Glossary

Vocabulary for Introduction Unit

Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.

Body management – Basic skills focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.

Fundamental movement skills – An organized series of basic movements that involve the combination of movement patterns of two or more body segments. Fundamental movement skills may be categorized as stability, locomotor, or manipulative movements.

Group dynamics – Each person in a group influences and is influenced by each other. The most important aspect of group cohesiveness and good performance seems to be commitment to the group task, which leads to a sense of collective efficacy—team members can respond to the demands of a difficult situation.

Health – Optimal well being that contributes to quality of life. It is more than freedom from disease and illness. Optimal health includes high-level mental, social, emotional, spiritual, and physical wellness within the limits of one's heredity and personal abilities.

Individual or dual activity – Physical activities that require either one or two participants. Examples include badminton, swimming, golf, handball, and weight lifting.

Kinesiology – The study of human movement.

Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.

Locomotor movements – The basic patterns used to travel (walking, running, leaping, hopping, jumping, galloping, sliding, and skipping).

Manipulative movements – Movements in which skills are developed while using an implement. Examples include throwing, catching, punching, kicking, trapping, rolling, dribbling, striking, and volleying.

Movement concepts – The ideas used to modify or enrich the range and effectiveness of skill employment. Involves learning “how, where, and with what” the body moves.

Movement patterns – An organized series of related movements.

Physical activity – Bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, broadly including exercise, sport, dance, and other movement forms.

Physical fitness – A positive state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup and nutritional adequacy.

Vocabulary for Fitness Unit

Aerobic activity – Long duration exercise that relies on the presence of oxygen for the production of energy; it may also control body weight, reduce the percentage of body fat, improve the circulatory function, and reduce blood pressure. Examples include aerobic dance, aqua aerobics, cycling, jogging, power walking, recreational dance, in-line skating, step aerobics, kickboxing, and super circuit.

Anaerobic activity – Short duration exercise completed without the aid of oxygen; it is used to build muscle mass and to improve one’s ability to move quickly and to deliver force.

Basic resistance principles – Resistance is the weight or force that is used to oppose a motion. Resistance training increases muscle strength by pitting the muscles against a weight, such as a dumbbell or barbell. The basic principles of resistance training include: type of lift, intensity, volume, variety, progressive overload, rest, and recovery.

Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.

Body composition – The makeup of the body in fat free mass (muscle, bone, vital organs and tissues) and fat mass.

Components of physical fitness – Aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition.

Cool down exercises – Five to ten minutes of light to moderate physical activity. It maintains blood pressure, helps enhance venous return, and prevents blood from pooling in the muscles.

Core muscles – The abdominal, back, hip, and pelvic floor muscles.

Dehydration – Loss of water and important blood salts like potassium and sodium which are essential for vital organ functioning.

Ergogenic aids – Substances, devices, or practices that enhance an individual's energy use, production, or recovery.

Flexibility – The ability to move joints of the body through normal range of motion.

F.I.T.T. principles/concepts – Inter-related and inter-dependent rules for gaining and maintaining physical fitness—frequency, intensity, time, and type.

Frequency – A principle of training that establishes how often to exercise.

Health-related physical fitness – Consists of those components of physical fitness that have a relationship with good health. The components are body composition, aerobic capacity, flexibility, muscular endurance, and strength.

Healthy fitness zone – The lower and upper ranges of performance on physical fitness tests that have been identified as being related to good health.

Healthy target heart rate zone – A safe range of activity intensity that can be used to enhance the level of aerobic capacity.

Hyper-extension – Greater than normal stretching or straightening of an extended limb.

Hyper-flexion – Greater than normal stretching or straightening of a flexed limb.

Individuality – A principle of training that establishes the program must take into account the specific needs and abilities of individuals for whom it is designed.

Intensity – A principle of training that establishes how hard to exercise.

Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.

Mode/type – A principle of training that establishes the specific activity to use.

Moderate physical activity – Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of the effort a healthy individual might expend while walking briskly, dancing, swimming, or bicycling on level terrain, for example. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Muscle endurance – The ability of a muscle to avoid fatigue.

Muscle strength – The ability of a muscle to exert force.

Overload – A principle of training that establishes a minimum threshold to obtain a benefit.

Perceived exertion index – A way of rating how hard you feel your body is working during physical activity, based on physical sensations you experience, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue.

Physical fitness – A positive state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup and nutritional adequacy.

Plyometric exercise – A rapid powerful movement preceded by a pre-loading counter movement which creates a stretch-shortened cycle of the muscle.

Principles of training/principles of exercise – Principles to follow in planning an exercise program to affect physiological changes in the human body related to health and performance including: frequency, individuality, intensity, mode/type, overload, progression, regularity, specificity and time.

Progression – A principle of training that establishes increases in the elements addressed in the principles to provide improvements over periods of time.

Recovery rates – The time necessary for an exercise-induced elevated heart rate to return to a normal resting heart rate.

Regularity – A principle of training that establishes exercise on a regular schedule. A pattern of physical activity is regular if activities are performed most days of the week, preferably daily; five or more days of the week if moderate-intensity activities are chosen; or three or more days of the week if vigorous-intensity activities are chosen.

Resistance principle – The principle that the use of some implement, device, or simply bodyweight as a resistance can enhance some physical characteristic like strength or muscular endurance.

Specificity – A principle of training that establishes a particular kind of activity for each component of physical fitness.

Time – A principle of training that establishes the amount of time for each exercise period.

Type – A principle of training that establishes which muscles to target during an exercise period.

Vigorous physical activity – Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill, for example. Vigorous-intensity physical activity may be intense enough to result in a significant increase in heart and breathing rate.

Warm-up exercises – Low intensity exercises that prepare the muscular/skeletal system and heart and lungs (cardiorespiratory system) for the hard work to follow.

Weight-bearing activities – Any activity in which one's feet and legs carry their own weight. Examples include walking, running, tennis, aerobic dancing.

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)

- Performance-based assessments which assess physical education cognitive concepts and skills
- Journals
- Portfolios

- Checklists
- Rubrics of performance assessments during activity
- Quizzes and Tests
- Projects (rubric assessed)
- Video
- Fitnessgram
- Fitness Plan

GRADING POLICY: A common grading policy ensures consistency between schools and classrooms across the district.

**8th Grade Physical Education
Suggested Standards Based Grading Criteria**

Physical Education Content	Percent of Grade
Demonstrates Motor Skills and Movement Patterns	30%
Demonstrates Knowledge of Movement Concepts, Principles and Strategies	10%
Assess and Maintain Physical Fitness To Improve Health and Performance	30%
Demonstrates Knowledge of Physical Fitness Concepts, Principles and Strategies	10%
Psychological and Sociological Concepts and Strategies Applied to Physical Activity	20%

	Advanced Proficient	Proficient	Partially Proficient	Not Proficient
Rubric Score:	4	3	2	1
<p>STANDARD 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manipulative Skills <input type="checkbox"/> Rhythmic Skills <input type="checkbox"/> Combinations of Movement Patterns and Skills 	<p>Student clearly and consistently demonstrates all critical elements of the skill. Developing consistently and independently.</p>	<p>Student usually demonstrates critical elements of the skill. Developing with moderate teacher or peer support.</p>	<p>Student sometimes demonstrates some critical elements of the skill. Needs more time to develop or requires considerable teacher guidance.</p>	<p>Student demonstrates minimal or no critical elements of the skill. Movements are inconsistent and unreliable.</p>
<p>STANDARD 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Movement Concepts <input type="checkbox"/> Manipulative Skills Concepts <input type="checkbox"/> Rhythmic Skills Concepts <input type="checkbox"/> Combination of Movement Patterns and Skills 	<p>Student clearly and consistently demonstrates concept knowledge.</p>	<p>Student demonstrates evidence of concept knowledge.</p>	<p>Student demonstrates some evidence of concept knowledge.</p>	<p>Student demonstrates little or no evidence of concept knowledge.</p>

	Advanced Proficient	Proficient	Partially Proficient	Not Proficient
Rubric Score:	4	3	2	1
STANDARD 3: Assess and maintain a level of physical fitness to improve health and performance.	Student clearly and consistently demonstrates all critical elements of the skill. Developing consistently and independently.	Student usually demonstrates critical elements of the skill. Developing with moderate teacher or peer support.	Student sometimes demonstrates some critical elements of the skill. Needs more time to develop or requires considerable teacher guidance.	Student demonstrates minimal or no critical elements of the skill. Movements are inconsistent and unreliable.
STANDARD 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	Student clearly and consistently demonstrates concept knowledge.	Student demonstrates evidence of concept knowledge.	Student demonstrates some evidence of concept knowledge.	Student demonstrates little or no evidence of concept knowledge.
STANDARD 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity. <input type="checkbox"/> Self Responsibility <input type="checkbox"/> Social Interaction <input type="checkbox"/> Group Dynamics	Student exhibits behaviors that are focused on the task, works continually without intervention by the teacher, and is helpful to classmates as needed.	Student exhibits behaviors that are focused on the task and works continually without intervention by the teacher.	At times the student exhibits behaviors that are off-task. Needs frequent reminders to stay focused on his or her work.	Student exhibits behaviors that prevent him or her from learning.

Standard Grading Scale

- A** 90% - 100%
- B** 80% - 89%
- C** 70% - 79%
- D** 60% - 69%
- F** Below 60%

Note: If grades are determined by averaging grades using 100 point scales, zeros for incomplete, late, or missing work have a devastating effect on averages. A zero for an assignment gives that assignment inequitable weight compared to other assignments. To weight assignments equitably, use "50" for the lowest "F".

Submitted by: Joan Van Blom
 School: Health/Physical Education Office
 Revised Date: 12/05

Mscourse/pe/pe8th grade

APPENDIX ATTACHED



Name _____ Date _____ Age _____ Grade _____ Roll # _____

Date of Birth ___/___/___ Teacher _____ Period _____

Pre-Test Parent Sign. _____ Post-Test Parent _____

Physical Education Fitness Assessment

Standard 3 (K – 8th Grade): Assess and maintain a level of physical fitness to improve health and performance

8th Grade: 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test and/or other research-based fitness assessment tools.

8th Grade: 3.5 Periodically assess attainment of, or progress toward, personal physical fitness goals, and make necessary adjustments to personal physical fitness program.

Proficiency Level	Characteristics
4	Complete, with accurate scores, comparisons to health-related standards, and reasonable goals for improvement
3	Mostly complete
2	Partially complete
1	Minimal completion

Compare your scores to the healthy fitness zones and place a √ in the HFZ column if your score is in the zone.

Test Item	Pre-Test Completion Date ___/___/___	HFZ (Healthy Fitness Zone) √	Goal	Post-Test Completion Date ___/___/___	HFZ (Healthy Fitness Zone) √	Met Goal √
Curl-up						
Push-up						
PACER						
Mile Run						
Sit & Reach Right						
Sit & Reach Left						
Trunk Lift						
Skinfold Triceps						
Skinfold Calf						
Sum of Skinfolds						
Height						
Weight						
Body Mass Index						

Healthy Fitness Zones on Reverse Side

HEALTHY FITNESS ZONES - BOYS

AGE	CURL-UP	PUSH-UP	ONE MILE RUN	PACER LAPS	SIT AND REACH	TRUNK LIFT	BODY MASS INDEX	BODY COMPOSITION
10	12 – 24	7 – 20	11:30 – 9:00	23 - 61	8”	9 – 12”	21 – 15.3	10 – 25%
11	15 – 28	8 - 20	11:00 – 8:30	23 - 72	8”	9 – 12”	21 – 15.8	10 – 25%
12	18 – 36	10 - 20	10:30 – 8:00	32 - 72	8”	9 – 12”	22 – 16	10 – 25%
13	21 – 40	12 - 25	10:00 – 7:30	41 - 72	8”	9 – 12”	23 – 16.6	10 – 25%
14	24 – 45	14 - 30	9:30 – 7:00	41 - 83	8”	9 – 12”	24.5 – 17.5	10 – 25%
15	24 – 47	16 - 35	9:00 – 7:00	51 - 94	8”	9 – 12”	25 – 18.1	10 – 25%
16	24 – 47	18 - 35	8:30 – 7:00	61 - 94	8”	9 – 12”	26.5 – 18.5	10 – 25%

HEALTHY FITNESS ZONES - GIRLS

AGE	CURL-UP	PUSH-UP	ONE MILE RUN	PACER LAPS	SIT & REACH	TRUNK LIFT	BODY MASS INDEX	BODY COMPOSITION
10	12 – 26	7 – 15	12:30 – 9:30	15 – 41	9”	9 – 12”	23.5 – 16.6	17 – 32%
11	15 – 29	7 – 15	12:00 – 9:00	15 – 41	10”	9 – 12”	24 – 16.9	17 – 32%
12	18 – 32	7 – 15	12:00 – 9:00	23 – 41	10”	9 – 12”	24.5 – 16.9	17 – 32%
13	18 - 32	7 – 15	11:30 – 9:00	23 – 51	10”	9 – 12”	24.5 – 17.5	17 – 32%
14	18 - 32	7 – 15	11:00 – 8:30	23 – 51	10”	9 – 12”	25 – 17.5	17 – 32%
15	18 - 35	7 – 15	10:30 – 8:00	23 – 51	12”	9 – 12”	25 – 17.5	17 – 32%
16	18 - 35	7 – 15	10:00 – 8:00	32 - 61	12”	9 – 12”	25 – 17.5	17 – 32%

Physical Education Fitness Assessment – Eighth Grade Two Week Fitness Plan - PAGE 1 of 3

Standard 3: Assess and maintain a level of physical fitness to improve health and performance

- 3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher
- 3.4 Participate in moderate to vigorous physical activity a minimum of 4 days per week.
- 3.5 Periodically assess attainment of, or progress toward, personal physical fitness goals, and make necessary adjustments to personal physical fitness program.

Standard 4: Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.

- 4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up, cool-down and principles of exercise for each of the five components of health-related fitness.
- 4.4 Identify and apply basic weight/resistance training principles and safety practices.
- 4.6 Explain the different types of conditioning for different physical activities.

Proficiency Level	Characteristics
4	A complete plan includes: 2 weeks of a variety of activities (with proper warm-up and cool down for each); activities for all five fitness components correctly identified; FIT principle (frequency, intensity, e.g., target heart rate, amount of time for each activity); show overload, progression, specificity, and regularity principles of exercise. Parent initialed and signed the plan when it was followed.
3	Plan includes almost all of above components
2	Plan partially complete
1	Plan minimally complete

Week 1, Beginning Date: _____

Write activity and time spent in that activity under each day

Date: Component & Activity	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Warm-up (Each workout)							
Cardiorespiratory Activity (Minimum of 4 days/week) Heart Rate During Activity:							
Muscular Strength (Minimum of 3 days/week)							
Muscular Endurance (Minimum of 3 days/week)							
Flexibility (Minimum of 5 days/week)							
Cool Down (After each workout)							
Parent Signature							

Two Week Fitness Plan - PAGE 2

Week 2, Beginning date: _____

Date: Component & Activity	Mon _____	Tue _____	Wed _____	Thur _____	Fri _____	Sat _____	Sun _____
Warm-up (Each workout)							
Cardiorespiratory Activity (Minimum of 4 days/week) Heart Rate During Activity:							
Muscular Strength Activity (Minimum of 3 days/week)							
Muscular Endurance Activity (Minimum of 3 days/week)							
Flexibility Activity (Minimum of 5 days)							
Cool Down (After each workout)							
Parent Signature							

Name _____

Two Week Fitness Plan - PAGE 3

From your two-week plan, give an example for each of the following FIT principles:

1. Frequency:

2. Intensity:

3. Time:

4. Refer to your two-week plan. How is the principle of overload applied?

5. Refer to your two-week plan. How is the principle of progression applied?

6. Refer to your two-week plan. How is the principle of specificity applied?