

# Wallenpaupack Area School District Planned Course Curriculum Guide

## Physical Education

### Physical Education Grade 8

#### Course Description:

The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. It is the intention of this course to provide students with the necessary knowledge and skills that will enable them to achieve and maintain a physically active and healthful life, as well as to favorably impact their lives and the lives of those around them. By becoming and remaining physically, mentally, socially and emotionally healthy, students will increase their chances of achieving their highest academic potential.

#### Revision Date:

**2/24/2023**

Wallenpaupack Area School District Curriculum	
<b>COURSE: Physical Education 8</b>	<b>GRADE/S: 8</b>
<b>UNIT 4: Manipulative Skills</b>	<b>TIME FRAME: Year-round</b>
<b>PA COMMON CORE/NATIONAL STANDARDS:</b>	
10.4.9 A, D, E, F 10.5.9 A, C, E, F	
<b>UNIT OBJECTIVES (SWBATS):</b>	
<ul style="list-style-type: none"> <li>• Students will be able to analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals. (A)</li> <li>• Students will be able to analyze factors that affect physical activity preferences of adolescents. (D)</li> <li>• Students will be able to analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. (E)</li> <li>• Students will be able to analyze the effects of positive and negative interactions of adolescent group members in physical activities. (F)</li> <li>• Students will be able to describe and apply the components of skill-related fitness to movement performance. (A)</li> <li>• Students will be able to identify and apply practice strategies for skill improvement. (C)</li> <li>• Students will be able to analyze and apply scientific and biomechanical principles to complex movements. (E)</li> <li>• Students will be able to describe and apply game strategies to complex games and physical activities. (F)</li> </ul>	
<b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b>	
<p>Exploration</p> <ul style="list-style-type: none"> <li>• Around, over, under</li> <li>• Moving the ball with different body parts</li> <li>• Different levels (low, medium, high)</li> </ul> <p>Tossing</p> <ul style="list-style-type: none"> <li>• Self-toss (hand under the ball, toss lightly above head, keep eyes on the object, catch with two hands)</li> <li>• Partner toss</li> </ul> <p>Throwing and catching a variety of objects</p> <ul style="list-style-type: none"> <li>• Underhand throw (swing, step, toss) with opposite foot</li> <li>• Overhand throw (sideways to target, object by ear, eyes on target, step, and throw)</li> <li>• Catching (face partner, eyes on the object, ready hands, eyes follow the object to hands)</li> </ul> <p>Rolling</p> <ul style="list-style-type: none"> <li>• Bend at knee, hand position, step with opposite foot, swing, release/follow through</li> </ul> <p>Dribbling</p>	

- Hand Dribble: Hand, fingers, push ball (don't slap), waist-high / moving and dribbling (keep eyes forward)
- Foot Dribble: foot tap (inside/outside/laces/bottom of the foot)

#### Kicking

- Stationary Ball
- Rolling ball
- Plant opposite foot, swing, follow through
- Kicking at a target

#### Trapping

- Keep on eyes on ball, lift foot, stop ball under, or side of the foot

#### Striking

- With hand
- With implement (bat, racquet, stick, noodle)
- Stationary objects
- Moving objects
- Pitched ball

#### Small Sided Team Games:

- Soccer
- Flag Football
- Tennis & Various Raquet Sports
- Frisbee
- Kickball
- Basketball
- Volleyball
- Floor Hockey
- Softball

#### **ANCHOR VOCABULARY:**

**Aerobic:** Physical activity or exercise done at a steady pace for an extended period of time so that the heart can supply as much oxygen as the body needs (e.g., walking, running, swimming, cycling).

**Agility:** A component of physical fitness that relates to the ability to rapidly change the position of the entire body in space with speed and accuracy.

**Anaerobic:** Physical activity or exercise done in short, fast bursts so that the heart cannot supply oxygen as fast as the body needs (e.g., sprinting, weightlifting, football).

**Balance:** A skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving.

**Cardiorespiratory fitness:** A health related component of physical fitness relating to the ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity

**Circuit training:** Exercise program, similar to an obstacle course, in which the person goes from one place to another doing a different exercise at each place.

**Continuous:** Two or more repetitions of the same skill such as dribbling in basketball or soccer.

**Cool-down:** Brief, mild exercise done after vigorous exercise to help the body safely return to a resting state.

**Directions:** Forward, backward, left, right, up, down.

**Dynamic balance:** Equilibrium used when in motion, starting and stopping.

**Flexibility:** A health-related component of physical fitness that relates to the range of motion available at a joint

**Form:** Manner or style of performing a movement according to recognized standards of technique.

**Good performance:** The ability to correctly select what to do and the ability to execute the selection appropriately.

**Health-related fitness:** Components of physical fitness that have a relationship with good health. Components are cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

**Manipulative movements:** Control of objects with body parts and implements. Action causes an object to move from one place to another.

**Moderate physical activity:** Sustained, repetitive, large muscle movements (e.g., walking, running, cycling) done at less than 60% of maximum heart rate for age. Maximum heart rate is 220 beats per minute minus participant's age.

**Motor skills:** Non-fitness abilities that improve with practice and relate to one's ability to perform specific sports and other motor tasks (e.g., tennis serve, shooting a basketball).

**Movement skills:** Proficiency in performing nonlocomotor, locomotor and manipulative movements that are the foundation for participation in physical activities.

**Muscular endurance:** A health-related component of physical fitness that relates to the ability of a muscle to continue to perform without fatigue.

**Muscular strength:** A health-related component of physical fitness that relates to the ability of the muscle to exert force.

**Pathways:** Patterns of travel while performing locomotor movements (e.g., straight, curved, zigzag).

**Physical activity:** Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure.

**Physical education:** Planned, sequential, movement-based program of curricula and instruction that helps students develop knowledge, attitudes, motor skills, self-management skills and confidence needed to adapt and maintain a physically active life.

**Physical fitness:** A set of attributes that people have or achieve and that relate to their ability to perform physical activity. Generally accepted to consist of health-related fitness and skill-related fitness

**Power:** A skill-related component of physical fitness that relates to the rate at which one can perform work.

**Repetitions:** Number of times an exercise is repeated.

**Set:** A group of several repetitions.

#### **ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Teacher observation
- Student participation

#### **EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

Students will demonstrate an understanding of various manipulative skills through performance of individual/partner practice, small sided and lead up games.

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises/locomotor skills
- Different levels of challenge
- Different equipment (softer, larger, brighter, lighter as needed)

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

Marathon Kids  
Various PE Websites

**RESOURCE SPECIFIC VOCABULARY:**