

Physical Education – Grade 8

Description The Appleton Area School District 8th Grade physical education program will provide a wide range of opportunities to develop motor learning, physical skill, a health lifestyle, a healthy fitness level, respectful behavior, an understanding of diversity, physical activity, and well being.

Minutes per Week 230 minutes per two-week session

Textbooks/Resources

Required Assessments District-wide, standards-based assessments & Fitnessgram

Board Approved October, 2005
Revised

AASD Physical Education Goals for K-12 Students

- *Become competent in many and proficient in a few forms of physical activity.*
- *Become physically fit.*
- *Participate regularly in physical activity.*
- *Learn the benefits from involvement in physical activity.*
- *Value physical activity and its contribution to a healthy lifestyle.*

AASD Physical Education Standards for Grades 7-8 Students

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| I. Leading an Active Lifestyle | <ul style="list-style-type: none">A. Serves a ball underhand in net/wall sports using mature form.B. Dribbles a ball while preventing an opponent from stealing the ball in invasion games.C. Demonstrates use of technology (e.g., compass and GPS) in outdoor pursuits such as hiking, backpacking, and snowshoeing.D. Demonstrates a return to base position in net/wall sports.E. Demonstrates correct application of force to control distance of object in a target sport (e.g., golf putt, curling, etc.)F. Demonstrates correct position in both net and invasion sports for effective defense and offensive strategies. |
| II. Physical Skill Development | <ul style="list-style-type: none">A. Selects appropriate practice to learn and master skills and movement patterns.B. Describes basic principles of conditions (e.g., overload, progression, specificity, regularity, etc.) and how they improve fitness and performance.C. Detects and corrects errors in alignment in target sports based on knowledge of results.D. Explains at least two game tactics involved in playing net sports.E. Explains at least two game tactics involved in invasion sports.F. Demonstrates an understanding of team play in invasion sports by proper positioning, team communication, and team support. |
| III. Learning Skills | <ul style="list-style-type: none">A. Sets realistic activity goals of his or her choosing based on interests as well as fitness assessment results.B. Develops a physical activity plan using practice procedures and training principles appropriate to their personal goals, as well as the physical activity pyramid guidelines.C. Maintains a physical activity log documenting progress toward attaining their personal goals.D. Regulates physical activity behavior by using appropriate practice procedures and training principles. |

AASD Physical Education Standards for Grades 7- 8 Students

IV. Understanding Physical Activity and Well Being

- A. Knows the various principles of training (threshold, overload, progression, etc.) and how these principles are applied.
- B. Explains the FITT guidelines as they apply to a training program.
- C. Defines health-related fitness terminology.
- D. Formulates meaningful personal fitness goals based on fitness test results.
- E. Documents individual physical activity in relation to all the health-related components of fitness.
- F. Assesses (manually or mechanically with heart rate monitors) and maintains their heart rate in a target heart rate zone for the recommended time while participating in aerobic physical activity.
- G. Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.

V. Health Enhancing Fitness

- A. Uses time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring.
- B. Identifies the importance of following class and procedures.
- C. Identifies and practices ethical behavior.
- D. Demonstrates cooperation and support of students of different gender, race, ethnicity, and ability in a physical activity setting.
- E. Demonstrates respect and concern for the safety of others in work and actions in adventure and team building activities.
- F. Demonstrates cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities.

VI. Respectful Behavior

- A. Recognizes that regular physical activity improves the student's fitness level in both skill-related and health-related fitness components.
- B. Recognizes the importance of physical activity to improve overall health and well-being.
- C. Describes the mental benefits of physical activity (e.g., improved concentration, creativity, alertness, etc.).
- D. Recognizes physical activity as an opportunity for social and group interaction and to form new relationships.
- E. Describes the impact of physical activity and the result of improved fitness and performance on self-confidence and self-esteem.

Essential Learning Objectives	Performance Indicators	Classroom Assessments
1. Understand the importance of creating a Full Value Contract for the class.	Performance will be satisfactory when the student: <ol style="list-style-type: none"> recognizes the five components of a Full Value Contract. understands and recognize behaviors that are consistent with the Full Value contract. understands the concept of Challenge by Choice. practices setting personal goals that are achievable. practices respectful behavior toward self, peers, and others. practices using the Full Value Contract to manage conflict within a group. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
Objectives are linked to the following AASD Physical Education Standards: I, V		
2. Develop problem solving techniques to accomplish group tasks.	Performance will be satisfactory when the student: <ol style="list-style-type: none"> expresses personal opinions while valuing others' ideas in the problem solving process. follows procedures that are safe and effective for a given task. identifies and practices using the different strengths of individuals in the group. evaluates the effectiveness of the problem solving process. practices leadership and group participation in accomplishing group tasks. develops positive avenues to deal with failure. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
Objectives are linked to the following AASD Physical Education Standards: III, V		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
3. Demonstrate reliable behaviors that offer physical and emotional support.	Performance will be satisfactory when the student: <ol style="list-style-type: none"> expresses their feelings in a supportive environment. understands the concept of Challenge by Choice in a risk-taking setting. understands that progressive personal challenges, with a safe environment, can lead to increased self-awareness and learning opportunities. learns the importance of respecting and supporting different decisions of others regarding personal levels of challenge. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
Objectives are linked to the following AASD Physical Education Standards: II, V		
4. Describe how dance can foster physical and emotional well being.	Performance will be satisfactory when the student: <ol style="list-style-type: none"> recognizes the role of modern dance. performs folk and ethnic dances from various cultures within a historical and cultural context. develops an appreciation for others during classroom interaction. respects the performance limitations of self and others. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
Objectives are linked to the following AASD Physical Education Standards: I, II, III		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
5. Demonstrate competence in modified versions of movement such as performing in a variety of simple folk and square dances.	Performance will be satisfactory when the student: <ol style="list-style-type: none"> understands and applies advanced discipline-specific knowledge to various movement forms. recognizes the popular and contemporary dance movements. increases strength, flexibility, and neuromuscular coordination. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment • Quizzes and tests
Objectives are linked to the following AASD Physical Education Standards: I, II, III, V		
6. Use improvisation to explore, discover, and invent movement.	Performance will be satisfactory when the student: <ol style="list-style-type: none"> creates short dances exploring compositional elements (e.g., contrast, abstraction, space, time, force, and repetition. demonstrates the ability to work effectively alone, cooperatively with a partner, and in small groups. applies movement concepts to successfully navigate a bouldering wall. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment • Quizzes and tests •
Objectives are linked to the following AASD Physical Education Standards: I, II, III, V		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
7. Understand fundamental skills of volleyball.	Performance will be satisfactory when the student: a. demonstrates ready position, correct footwork, forearm pass. b. demonstrates correct form for a set. c. demonstrates underhand and overhand serve.	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment • Quizzes and tests
Objectives are linked to the following AASD Physical Education Standards: I, II, III		
8. Understand volleyball concepts.	Performance will be satisfactory when the student: a. describes rules and regulations. b. understands transitions (offensive and defensive). c. applies net game strategies. d. understands the importance of teamwork and accepts individual differences. e. understands boundaries and obstructions. f. demonstrates good sportsmanship and follows proper etiquette. g. understands how activity affects health.	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment • Quizzes and tests
Objectives are linked to the following AASD Physical Education Standards: II, V		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
9. Understand fundamental skills of track and field.	Performance will be satisfactory when the student: a. demonstrates proper starts (standing and sprints). b. demonstrates proper technique for relay exchanges. c. demonstrates correct running form. d. demonstrates correct techniques for hurdles. e. demonstrates correct techniques for field events.	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment • Quizzes and tests
Objectives are linked to the following AASD Physical Education Standards: I, II, III		
10. Understand track and field concepts.	Performance will be satisfactory when the student: a. describes the rules and regulations of the events. b. demonstrates good sportsmanship and follows proper etiquette. c. understands pacing.	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment • Quizzes and tests
Objectives are linked to the following AASD Physical Education Standards: I, II, III		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
11. Understand fundamental skills of invasion games.	Performance will be satisfactory when the student: <ol style="list-style-type: none"> demonstrates basic skills of flag football, floor hockey, speed away. demonstrates consistency in putting an object into play in a variety of games. executes a variety of passes to a moving target while stationary or moving to a distance. understands rules of invasion games. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment • Quizzes and tests
Objectives are linked to the following AASD Physical Education Standards: I, II, III		
12. Apply principles of invasion games.	Performance will be satisfactory when the student: <ol style="list-style-type: none"> understands offensive and defensive strategies. eludes an opponent and moves to an open space using a variety of movement patterns. explains and demonstrates game strategies involved in invasion games. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment • Quizzes and tests
Objectives are linked to the following AASD Physical Education Standards: II		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
13. Understand fundamental skills of net games.	Performance will be satisfactory when the student: <ol style="list-style-type: none"> performs the fundamental skills of badminton, aerial tennis, and pickle ball. understand basic scientific principles of movement such as force, speed, velocity, acceleration, spin, rotation, and equal and opposite reaction. demonstrates proper grip. executes a variety of strokes during game play. understands rules of net games. uses good sportsmanship during game play. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment • Quizzes and tests
Objectives are linked to the following AASD Physical Education Standards: I, II, III		
14. Apply principles of net games.	Performance will be satisfactory when the student: <ol style="list-style-type: none"> explains and demonstrates game strategies. demonstrates consistency in putting an object into play in a variety of games. understands proper footwork. understands how net games influences health. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
Objectives are linked to the following AASD Physical Education Standards: I,II		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
15. Apply concepts of health related fitness.	Performance will be satisfactory when the student: a. Defines the five components of health related fitness b. Understands resistance training c. Understands FITT principles for training d. Performs a variety of strength-enhancing activities e. Understands safe practices to prevent injury f. Understands how to set goals g. understands how proper nutrition affects health and physical performance.	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
Objectives are linked to the following AASD Physical Education Standards: IV, VI		
16. Understand applications of fitness and wellness.	Performance will be satisfactory when the student: a. performs a fitness assessment. b. learns how to calculate target heart rate and maximum heart rate. c. understand how to use a heart rate monitor. d. understand benefits of cardiovascular training. e. understands how proper nutrition and activity affect wellness. f. understands health risks associated with lack of exercise.	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment • • Quizzes and tests
Objectives are linked to the following AASD Physical Education Standards: II, III, IV		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
17. Experience a variety of outdoor pursuits.	Performance will be satisfactory when the student: <ol style="list-style-type: none"> demonstrates proper technique for snowshoeing, orienteering, disc golf, and golf. understand how cardiovascular fitness is affected by outdoor pursuits. understands proper usage of equipment. understands how to apply safety principles in an outdoor setting. properly utilizes protective gear and understands its purpose in preventing injury. respects the performance limitations of self and others. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment • Quizzes and tests
Objectives are linked to the following AASD Physical Education Standards: I, II, III, V		