

**Van Buren Intermediate School District
Physical Education Curriculum
Eighth Grade
2008**

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown on the following pages. The skills and content addressed in these expectations will, in practice, be woven together into a coherent physical education curriculum. Beyond the physical education curriculum, students will use the skills and processes to support learning in all content areas.

Overview of the Content Expectations

The K-8 Physical Education Grade Level Content Expectations reflect best practices and current research in the teaching and learning of physical education. They build from the Michigan K-12 Physical Education Content Standards and Benchmarks (2007) and the State Board of Education's Policy on Quality Physical Education (2003). These content expectations represent a vision for a relevant physical education curriculum that addresses critical physical education knowledge, skills, fitness, and attitudes for successfully maintaining a physically-active lifestyle during a child's school years and beyond. They specify what a student should know and be able to do at the end of each grade.

Michigan Physical Education Content Standards (2007)

A physically educated person:

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| Standard | |
| 1 | Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (M) |
| 2 | Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (K) |
| 3 | Participates regularly in lifelong physical activity. (M) |
| 4 | Achieves and maintains a health-enhancing level of physical fitness. (A) |
| 5 | Exhibits responsible personal and social behavior that respects self and others in physical activity settings. (B) |
| 6 | Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (B) |

Please note that, while all the Content Standards are addressed in these K-8 Physical Education Grade Level Content Expectations as a whole, not all standards will be addressed in each strand. Grade Level Content Expectations are expressed as follows: M.MC.06.01. This would be interpreted as:

- M** - Motor Skills and Movement Patterns Strand
- MC** - Movement Concepts Domain
- 08** - Eighth Grade Expectation
- 01** - First Expectation in the Grade-Level Motor Skills Domain

The standards illustrated above are parallel with those adopted by the National Association for Sport and Physical Education (2003). These are further delineated into strands that represent domains of learning. Motor skills and concepts are illustrated in Strand 1 (Standard 1); Cognitive Skills or Knowledge is illustrated in Strand 2 (Standard 2); Physical Fitness and Nutrition is illustrated in Strand 3 (Standards 3,4) and Personal Social Skills are illustrated in Strand 4 (Standards 5,6).

The chart below illustrates the articulation of the standards, strands and domains

Strands			
<u>M</u> otor Skills and Movement Patterns (M)	Content <u>K</u> nowledge (K)	Fitness and Physical <u>A</u> ctivity (A)	Personal/Social <u>B</u> ehaviors and Values (B)
(Standard 1)	(Standard 2)	(Standards 3, 4)	(Standards 5, 6)
Domains			
<ul style="list-style-type: none"> - Movement Concepts (MC) <li style="padding-left: 20px;">Space Awareness <li style="padding-left: 20px;">Effort <li style="padding-left: 20px;">Relationships - Motor Skills (MS) <li style="padding-left: 20px;">Non-Locomotor <li style="padding-left: 20px;">Locomotor <li style="padding-left: 20px;">Manipulative <li style="padding-left: 20px;">- Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) 	<ul style="list-style-type: none"> - Feedback (FB) - Movement Concepts (MC) <li style="padding-left: 20px;">Space Awareness <li style="padding-left: 20px;">Effort <li style="padding-left: 20px;">Relationships - Motor Skills (MS) <li style="padding-left: 20px;">Non-Locomotor <li style="padding-left: 20px;">Locomotor <li style="padding-left: 20px;">Manipulative <li style="padding-left: 20px;">- Aquatics (AQ) <li style="padding-left: 20px;">- Outdoor Pursuits (OP) <li style="padding-left: 20px;">- Target Games (TG) <li style="padding-left: 20px;">- Invasion Games (IG) <li style="padding-left: 20px;">- Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - Participation Inside/Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) 	<ul style="list-style-type: none"> - Participation During Physical Education (PE) - Participation Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) 	<ul style="list-style-type: none"> - Feedback (FB) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE)

It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.

Using the Michigan Department of Education Standards and the Grade Level Content Expectations as a basis, the physical educators of Van Buren County developed a local mission statement and standards. Content was selected to match the standards and instructional objectives were written to match the grade level content expectations. An assessment plan was developed to monitor student progress and the effectiveness of the curriculum.

**Van Buren Intermediate School District
Unified Physical Education Program**

Mission Statement

The physical educators of Van Buren Intermediate School District are committed to the provision of developmentally appropriate instruction that will allow the learners to acquire the physical skills, knowledge and personal social attributes necessary to pursue a healthy, active lifestyle.

Abbreviated Mission Statement

Developmentally appropriate physical education today:
Healthy, active lifestyles tomorrow.

Outcomes

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2: Demonstrates an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social

Grade 8 Content

Orienteering	Team Handball	Disc Golf
Team Handball	Badminton	Bowling
Speedball	Eclipse Ball	Golf
Bocce Ball	Archery	Plyometrics
Aerobics	Horsehoes	Weight Training
Health-Related Fitness	Basic Nutrition	Pickleball
Circuit Fitness		

The content has been developed into units that feature instructional sequences, task analyses for each physical skill, developmentally appropriate games, psychomotor, cognitive and personal-social instructional objectives, cognitive activities such word search and health related fitness concepts and assessment materials. This information is posted on a website for quick reference. For the purpose of this document, selected components that match the Michigan Department of Education Grade Level Content Expectations are offered to demonstrate the articulation between the curriculum and the state guidelines.

**Michigan Department of Education
Physical Education Grade Level Content Expectations
Grade 8**

Strand 1- Grade Level Content Expectation Motor Skills and Movement Patterns	Content	Objective
<p>Movement Concepts Space Awareness</p> <p>M.MC.08.01 Demonstrate all space awareness movement concepts with mature form of non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in dynamic settings.</p>	<p>Team Handball Bowling Bocce Ball</p>	<p>Students will demonstrate TA form for four step approach with ball hitting the Number 1 pin 3 out of 5 times.</p> <p>Students will perform an underhand throw using TA Form by throwing a bocce ball into a hula hoop that is placed on a grassy surface 10 feet away 4/5 times.</p> <p>Student will execute an overhand throw (TA Form) with a eight inch gator ball to a moving partner 15 feet away during 4 of 5 attempts.</p>
<p>Manipulative M.MS.08.04 Apply mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in controlled settings.</p>	<p>Speedball Team Handball Ultimate Frisbee</p>	<p>Students will demonstrate an instep kick (TA Form) a soccer ball to another student approximately 5 feet away in motion during a cone passing drill on 4 of 5 attempts.</p> <p>Student will execute a foot dribble (TA form) while guarded maintaining control for 20 feet for two of three trials.</p> <p>Student will execute a one hand</p>

<p>M.MS.08.05 Demonstrate mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in controlled settings.</p> <p>M.MS.08.06 Perform a five-element movement sequence (e.g., rhythmic, aerobic, or tumbling activities) with flow in controlled settings.</p>	<p>Team Handball Speedball Eclipse Ball</p> <p>Aerobics</p>	<p>catch (TA Form) of a Frisbee thrown by a partner from a distance of 20 feet while moving down a field 2 of 3 times.</p> <p>Student will execute a one hand strike (TA Form) while participating in a team handball game.</p> <p>Student will execute a chest pass (TA Form) to a partner 20 feet away while participating in a team handball game 2 of 3 times.</p> <p>Student will execute a hand dribble (TA form) moving 10 feet while participating in a speedball game 2 of 3 times.</p> <p>Student will punt a soccer ball (TA Form) 20 feet while participating in a speedball game 2 of 3 times.</p> <p>Student will execute an overhand serve (TA Form) 20 feet over a net during an Eclipse Ball Game.</p> <p>Student will perform a five element movement sequence for three of four repetitions led by an instructor during an aerobic dance.</p>
<p>Swimming is not offered as part of the middle school curriculum due to availability of pools in all districts. The Grade level Content Expectations are included in the event that facilities are made available in the future. The Michigan Department of Education acknowledges that aquatics is not required in the event that facilities are unavailable.</p>		

Aquatics

M.AQ.08.03 Demonstrate mature form for the basic aquatic skills of front crawl and breaststroke in controlled settings.

M.AQ.08.04 Demonstrate mature form for the basic aquatic skill of backstroke in controlled settings.

M.AQ.08.07 Demonstrate assisting a distressed swimmer in controlled settings.

M.AQ.08.08 Demonstrate getting help and assisting a choking victim in controlled settings.

<p>Outdoor Pursuits</p> <p>M.OP.08.01 Demonstrate use of movement concepts in outdoor pursuits with self and equipment in dynamic settings.</p> <p>M.OP.08.02 Demonstrate use of locomotor skills in outdoor pursuits with self and equipment in dynamic settings.</p> <p>M.OP.08.03 Demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in dynamic settings.</p> <p>M.OP.08.04 Demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in dynamic settings.</p> <p>M.OP.08.05 Demonstrate ability to make minor repairs to equipment in selected outdoor pursuits in dynamic settings.</p>	<p>Orienteering Frisbee Golf</p> <p>Ultimate Frisbee</p> <p>Ultimate Frisbee</p> <p>Orienteering</p> <p>Orienteering Bocce Ball</p>	<p>Student will complete an orienteering course using a map and compass during selected class sessions.</p> <p>Student will execute running, catching and throwing skills during an Ultimate Frisbee game.</p> <p>Student will demonstrate the capacity to twist, stretch, swing and sway during an Ultimate Frisbee game.</p> <p>Student will demonstrate the capacity to orient a compass and read bearings during the completion of an orienteering course.</p> <p>Under teacher direction, student will assist in the set up and clean up of an orienteering or Bocce Ball course.</p>
<p>Target Games</p> <p>M.TG.08.01 Demonstrate use of strategies for tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during 1 vs. 1 target games.</p>	<p>Golf Archery Bowling Bocce Ball Baggo</p>	<p>Student will demonstrate the golf swing (TA style) using a short iron club, striking a ball off of a practice mat, to within ten yards of a specified yard line on the football field, 3 out of 5 times.</p> <p>Student will perform an archery shot (TA Form) into a 30 foot circular target area from a distance of 70 yards two out of five times.</p> <p>Student will demonstrate TA form for four step approach to hit a</p>

<p>problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 to 3 vs. 3).</p> <p>M.NG.08.02 Demonstrate tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 to 6 vs. 6).</p>		<p>opponent while standing at the back of the service box during 4 of 5 trials.</p> <p>Student will perform the underhand lob shot (TA style) while receiving a serve, hitting the ball at least 12 feet in the air, to the left half of the opponent's court, and landing it within 3 feet of the opponent's backcourt line 4 out of 5 times during a Pickleball game.</p> <p>Student will execute an overhead pass (TA Form) over a net to a vacant position on the opponent's court during a game of Eclipse Ball.</p> <p>During a Badminton game, student will execute a drop shot when an opponent is off the net at the rear of the court.</p> <p>Student will perform the drop shot (TA style) from the intersection of the mid-court and no-volley zone lines, clearing the net by no more than 2 feet, and landing it in the opponent's no-volley zone within 3 feet of the left out-of-bounds line 4 out of 5 times.</p>
<p>Striking/Fielding Games</p> <p>M.SG.08.01 Demonstrate infield and outfield tactical movements, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a</p>	<p>Striking and Fielding are covered in Grades 3-7.</p>	

team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 8 vs. 8, 4 outfielders and 4 infielders focus on runner advancing to third).		
Rhythmic Activities M.RA.08.01 Demonstrate rhythmic movement patterns with pathways using different qualities of movement (e.g., free/bound, strong/light, sustained/quick).	Plyometrics	Student will execute rhythmic movements using varying heights of boxes as led by the instructor during selected class periods.
Strand 2- Grade Level Content Expectation Knowledge	Content	Instructional Objectives
Feedback K.FB.08.01 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.	Class Participation	Student will apply prior knowledge and feedback from the teacher and peers to improve motor skills and movement patterns, fitness, and physical skills.
Movement Concepts K.MC.08.15 Apply knowledge of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.	Team Handball Bocce Ball Pickleball	Students will apply knowledge of movement concepts while performing an underhand throw using TA Form by throwing a bocce ball into a hula hoop that is placed on a grassy surface 10 feet away 4/5 times. Student apply knowledge of movement concepts while executing an overhand throw (TA Form) with a eight inch gator ball to a moving partner 15 feet away during 4 of 5 attempts. Student will apply knowledge of movement concepts while

		performing the underhand lob shot (TA style) 4 out of 5 times during a Pickleball game.
<p>Motor Skills</p> <p>K.MS.08.05 Apply knowledge of movement concepts and skills to design (plan) a five-element movement sequence (e.g., simple rhythmic or aerobic activities) with flow in controlled settings.</p>	Aerobics	Student will apply knowledge of movement concepts to design a five element movement sequence for three of four repetitions.
<p>Swimming is not offered as part of the middle school curriculum due to availability of pools in all districts. The Grade level Content Expectations are included in the event that facilities are made available in the future. The Michigan Department of Education acknowledges that aquatics is not required in the event that facilities are unavailable.</p>		
<p>*Aquatics</p> <p>K.AQ.08.02 Apply knowledge of critical elements of safe water entry and exit in controlled settings.</p> <p>K.AQ.08.03 Apply knowledge of critical elements of aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.</p> <p>K.AQ.08.04 Apply knowledge of critical elements of assisting a distressed swimmer in controlled settings.</p> <p>K.AQ.08.05 Apply knowledge of critical elements of assisting a choking victim in controlled settings.</p> <p>K.AQ.08.06 Apply knowledge of critical elements of how to</p>		

<p>get help in simulated emergency practice in controlled settings.</p>		
<p>Outdoor Pursuits</p> <p>K.OP.08.01 Apply knowledge of the seven principles of Leave No Trace (Teen version) in dynamic settings.</p> <p>K.OP.08.03 Apply knowledge of the function of equipment associated with selected outdoor pursuits in dynamic settings.</p> <p>K.OP.08.04 Apply knowledge of safety features of outdoor pursuits in controlled settings.</p> <p>K.OP.08.05 Apply decision-making skills related to engaging in outdoor pursuits.</p> <p>K.OP.08.06 Identify the governmental, non-profit, and/or private areas used for outdoor pursuits in the local area.</p> <p>K.OP.08.07 Distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in dynamic settings.</p>	<p>Orienteering</p> <p>Orienteering</p> <p>Orienteering</p> <p>Orienteering</p> <p>Orienteering</p>	<p>Student will apply knowledge of the seven principles of Leave No Trace while completing an orienteering course using a map and compass during selected class sessions.</p> <p>Student will demonstrate the capacity to orient a compass and read bearings during the completion of an orienteering course.</p> <p>Student will apply safety rules, boundaries and natural hazards presented by the instructor during the completion of an orienteering course.</p> <p>When randomly called on by the instructor, student will identify selected elements of decision-making skills related to engaging in outdoor pursuits.</p> <p>On a fitness calendar, the student will identify governmental, non-profit, and/or private areas in the community that may be used for outdoor pursuits.</p> <p>When randomly called on by the instructor, student will explain appropriate behavior that supports the preservation of natural resources associated with outdoor pursuits.</p>

<p>Target Games K.TG.08.01 Distinguish among all elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during 1 vs. 1, opposed target games.</p> <p>K.TG.08.02 Distinguish among selected elements of tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified, 1 vs. 1, unopposed target games.</p>	<p>Golf Archery Bowling Bocce Ball Baggo</p>	<p>Student will distinguish among golf clubs to select the appropriate short iron club to drive a ball within ten yards of a specified yard line on the football field, 3 out of 5 times.</p> <p>Student will adjust the tension of the bow to perform an archery shot (TA Form) into a 30 foot circular target area from a distance of 70 yards two out of five times.</p> <p>Student will distinguish among the elements of tactical problems to adjust a four step approach to hit a minimum of five pins 3 out of 5 times.</p> <p>Student distinguish among elements of tactical problems while performing an underhand throw using TA Form throwing a bocce ball within 5 feet of the pallino which is placed 10 feet away 4/5 times.</p> <p>Student will distinguish among tactical problems to execute an underhand throw (TA Form) 25 feet to a target area 3 x 2 feet displacing an opponent's bean bag while landing a bean bag on the target during 2 of 4 times.</p>
<p>Invasion Games K.IG.08.01 Distinguish among all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion</p>	<p>Team Handball</p>	<p>Student will distinguish among elements of tactical problems to determine the strategy to feint around an opponent to move to an open field position to receive a ball thrown by a partner 15 feet during a team handball game.</p>

<p>games (e.g., small-sided games, such as 4 vs. 4).</p> <p>K.IG.08.02 Distinguish among selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4).</p>	<p>Speedball</p>	<p>Student will distinguish among selected elements of tactical problems while executing a kip-up using a speedball to transition the game from the ground to the air during a speedball game.</p>
<p>Net/Wall Games</p> <p>K.NG.08.01 Distinguish among all elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 and 3 vs. 3).</p> <p>K.NG.08.02 Distinguish among all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space,</p>	<p>Pickleball Badminton Eclipse Ball</p>	<p>Student will distinguish among tactical problems while performing an underhand serve (TA Form) long or short in relationship to the position of the opponent while standing at the back of the service box during 4 of 5 trials.</p> <p>Student distinguish among tactical problems to perform the underhand lob shot (TA style) while receiving a serve, hitting the ball at least 12 feet in the air, to the left half of the opponent's court, and landing it within 3 feet of the opponent's backcourt line 4 out of 5 times during a Pickleball game.</p> <p>Student will distinguish among tactical problems while executing an overhead pass (TA Form) over a net to a vacant position on the opponent's court during a game of Eclipse Ball.</p> <p>Student will execute among tactical problems while performing the</p>

<p>defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 and 3 vs. 3).</p>		<p>drop shot (TA style) from the intersection of the mid-court and no-volley zone lines, clearing the net by no more than 2 feet, and landing it in the opponent's no-volley zone within 3 feet of the left out-of-bounds line 4 out of 5 times.</p>
<p>Striking/Fielding Games K.SG.08.01 Distinguish among all elements of infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 8 vs. 8, 4 outfielders and 4 infielders focus on runner advancing to third).</p>	<p>Striking/Fielding covered in Grades 3-7</p>	
<p>Rhythmic Activities K.RA.08.01 Assess complex, creative rhythmic formations, positions, and steps that use equipment.</p>	<p>Plyometrics</p>	<p>Student will assess complex creative rhythmic formations, positions and steps while creating a five element rhythmic movements using varying heights of boxes.</p>
<p>Participation Inside/Outside of Physical Education K.PA.08.01 Set individual physical activity goals and formulate a physical activity program that meets national guidelines.</p>	<p>Fitness Journal PELOGIT.org</p>	<p>Using information from a personal fitness log, FITT Principle and guidelines presented by the instructor, the student will set individual physical activity goals to pursue during the course of the class.</p>

<p>Health-Related Fitness</p> <p>K.HR.08.02 Describe results for the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p>K.HR.08.03 Describe results for the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p> <p>K.HR.08.04 Describe results for the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p> <p>K.HR.08.05 Describe results for the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p> <p>K.HR.08.06 Develop and implement a plan for improving or maintaining health-related fitness status with assistance from the teacher.</p> <p>K.HR.08.07 Understand how to self-assess health-related</p>	<p>PACER</p> <p>Curl-ups</p> <p>Push-ups</p> <p>Back Saver Sit and Reach</p> <p>Body Mass Index</p> <p>Class Assignment</p> <p>Class Discussion Homework Assignment</p>	<p>Upon receipt of PACER Test results, student will explain the data using the FitnessGram Chart in a Fitness Journal.</p> <p>Upon receipt of Curl-up Test results, student will explain the data using the FitnessGram Chart in a Fitness Journal.</p> <p>Upon receipt of Push-up Test results, student will explain the data using the FitnessGram Chart in a Fitness Journal.</p> <p>Upon receipt of Back Saver Sit and Reach Test results, student will explain the data using the FitnessGram Chart in a Fitness Journal.</p> <p>Following calculation of Body Mass Index, student will explain the data using the FitnessGram Chart in a Fitness Journal.</p> <p>Upon receipt of the FitnessGram results from the instructor, FITT Principle and Target Heart Rate Zones, the student will Develop and implement a plan for improving or maintaining health-related fitness status.</p> <p>Student will conduct a self-assessment using the curl-up, push-</p>
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<p>fitness status for muscular strength and endurance, flexibility, and body composition.</p> <p>K.HR.08.08 Understand how to recognize the principles of training (frequency, intensity, type, time, overload, specificity).</p>	<p>Curl-ups Push-ups Sit and Reach Body Mass Index</p> <p>FITT</p>	<p>up, sit and reach and body mass index protocols presented by the instructor.</p> <p>Given a quiz, student will correctly respond to 7 of 10 items associated with the FITT Principle.</p>
<p>Physical Activity and Nutrition</p> <p>K.AN.08.01 Evaluate the effects of physical activity and nutrition on the body.</p> <p>K.AN.08.02 Evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).</p>	<p>Class Discussion</p> <p>Heart Rate Monitors</p>	<p>Given information about the FITT Principle and MyPyramid.gov, student will evaluate personal nutrition and physical activity patterns during selected class activities.</p> <p>Wearing a heart rate monitor during a class period, the student will monitor and adjust participation/effort to stay within the healthy target heart rate on selected class periods.</p>
<p>Personal/Social Behaviors</p> <p>K.PS.08.01 Analyze behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.</p> <p>K.PS.08.02 Analyze behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.</p>	<p>Class Discussion</p> <p>Class Discussion</p>	<p>Given scenarios by the instructor, student will determine whether the examples illustrate responsibility, best effort, cooperation, and compassion.</p> <p>Given scenarios by the instructor, student will determine whether the examples illustrate constructive competition, initiative, and leadership.</p>

<p>Regular Participation</p> <p>K.RP.08.01 Choose to participate in activities that are personally challenging in dynamic settings.</p> <p>K.RP.08.02 Explain why to choose to exercise, on a regular basis, outside of physical education for personal enjoyment and benefit in dynamic settings.</p>	<p>Fitness Calendar</p> <p>Fitness Journal</p>	<p>Student will monitor personal participation in physical activity on PELOGIT.org for two weeks.</p> <p>In a fitness journal, student will explain why to choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.</p>
<p>Social Benefits</p> <p>K.SB.08.01 Use physical activity as a positive opportunity for social interaction in dynamic settings.</p>	<p>Fitness Calendar</p>	<p>Student will monitor personal participation in physical activity on PELOGIT.org for two weeks and include this information in a fitness log with an explanation of how participation affords the opportunity for positive social interaction.</p>
<p>Individual Differences</p> <p>K.ID.08.01 Choose to participate with community members of varying skill and fitness levels in dynamic settings.</p> <p>K.ID.08.02 Analyze differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.ID.08.03 Choose to participate in activities that allow for self-expression in dynamic settings.</p>	<p>Class Activities</p> <p>Class Discussion</p> <p>Class Activities</p>	<p>Student will participate with any classmate assigned as a partner or in a group throughout the school year.</p> <p>Student will explain the differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills when randomly called on by the instructor.</p> <p>Student will willingly participate in class activities demonstrating best effort throughout the school year.</p>

<p>Feelings</p> <p>K.FE.08.01 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performance.</p>	<p>Class Discussion</p>	<p>Given scenarios posed by the instructor, student will distinguish among some indicators of enjoyment for the aesthetic and creative aspects of skilled performance during selected class periods.</p>
<p>Strand 3- Grade Level Content Expectation Fitness and Physical Activity</p>	<p>Content</p>	<p>Instructional Objective</p>
<p>Participation During Physical Education</p> <p>A.PE.08.01 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.</p>	<p>Orienteering Team Handball Disc Golf Team Handball Badminton Bowling Speedball Eclipse Ball Golf Bocce Ball Archery Plyometrics Aerobics Horsehoes/Baggo Weight Training Circuit Fitness Pickleball</p>	<p>Student will monitor performance levels by using heart rate monitors and palpating the carotid (six second count-add a zero) to determine intensity and time on target during selected class periods.</p>
<p>Participation Outside of Physical Education</p> <p>A.PA.08.01 Accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 70% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and</p>	<p>Fitness Journal</p>	<p>Student will record physical activity outside physical education class using the PELOGIT.org site for two weeks during selected intervals across the school year.</p>

<p>applying strategies in modified game play outside of physical education.</p>		
<p>Health-Related Fitness</p> <p>A.HR.08.02 Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p>A.HR.08.03 Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p> <p>A.HR.08.04 Meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p> <p>A.HR.08.05 Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p> <p>A.HR.08.06 Develop and implement a plan for improving or maintaining health-related fitness status with assistance from the teacher.</p>	<p>PACER</p> <p>Curl-ups</p> <p>Pushups</p> <p>Sit and Reach</p> <p>Height Weight Body Mass Index</p> <p>FITT Principle Healthy Heart Zone MyPyramid.gov PELOGIT.org FitnessGram Results</p>	<p>Student will demonstrate capacity to attain the healthy target zone for cardiovascular endurance by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for curl-ups by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for push-ups by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for flexibility by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone specified for body mass index by the end of the school year.</p> <p>Given class information, student will complete a worksheet that outlines a plan for improving or maintaining health-related fitness status.</p>

<p>A.HR.08.07 Self-assess and implement health-related fitness status for muscular strength and endurance, flexibility, and body composition.</p> <p>A.HR.08.08 Recognize the principles of training (frequency, intensity, type, time, overload, specificity).</p>	<p>Curl-ups Push-ups Sit and Reach Body Mass Index</p> <p>FITT</p>	<p>Given a class worksheet, student will conduct a self assessment as homework assignment.</p> <p>Student will identify the terms associated with the acronym FITT on a multiple choice test.</p> <p>When randomly called on by the instructor, student will identify 4 of the 5 components of fitness when given a list of terms.</p>
<p>Physical Activity and Nutrition</p> <p>A.AN.08.01 Monitor, independently, the effects of physical activity and nutrition on the body.</p> <p>A.AN.08.04 Apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate</p>	<p>MyPyramid.gov Class Activities</p> <p>Heart Rate Monitors</p>	<p>Using class information, student will log food consumption on the MyPyramid.org website for two weeks.</p> <p>Given a worksheet, students will identify selected muscles and locations on the body.</p> <p>Given a quiz, student will match food groups and impact on growth and physiological condition.</p> <p>Wearing a heart rate monitor during a class period, the student will monitor and adjust participation/effort to stay within the healthy target heart rate on selected class periods.</p> <p>During selected time periods</p>

monitors to train in target heart rate zones).		specified by the teacher, student will palpate the carotid for six seconds and add a zero to determine heart rate and adjust level of effort to maintain healthy heart status.
Strand 4- Grade Level Content Expectation Personal Social Behaviors and Values	Content	Instructional Objective
Feedback B.FB.08.01 Apply, independently, internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.	Class Participation	Student will use knowledge from previous experience and cues from the teacher and peers to improve personal performance of movement patterns, fitness and physical activities during selected class sessions.
Personal/Social Behaviors B.PS.08.01 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings. B.PS.08.02 Apply, independently, appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.	Class Participation Class Participation	Student will demonstrate responsibility, best effort, cooperation when randomly called on by the instructor. Student will demonstrate personal/social character traits of constructive competition, initiative, and leadership.
Regular Participation B.RP.08.01 Choose to participate, independently, in activities that are personally challenging in dynamic settings. B.RP.08.02 Choose to exercise, regularly, outside of physical education for personal		

enjoyment and benefit in dynamic settings.		
<p>Social Benefits</p> <p>B.SB.08.01 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p>	Fitness Journal	Student will monitor personal participation in physical activity on PELOGIT.org for two weeks and include this information in a fitness log with an explanation of how participation affords the opportunity for positive social interaction.
<p>Individual Differences</p> <p>B.ID.08.01 Demonstrate respect for community members of varying social skill and fitness levels in dynamic settings.</p> <p>B.ID.08.02 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.</p> <p>B.ID.08.03 Choose to participate in activities that allow for self-expression in dynamic settings.</p>	<p>Class Activities</p> <p>Class Discussion</p> <p>Class Activities</p>	<p>Student will participate with any classmate assigned as a partner or in a group throughout the school year.</p> <p>Student will explain the differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills when randomly called on by the instructor.</p> <p>Student will willingly participate in class activities demonstrating best effort throughout the school year.</p>
<p>Feelings</p> <p>B.FE.08.01 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performance in dynamic settings.</p>	Class Activities	Student will demonstrate some indicators of enjoyment for the aesthetic and creative aspects of skilled performance during selected class periods.

Assessment Plan

As previously mentioned, the assessment process can be a powerful tool for learning when students are actively involved in the process (MDE, 2007). Beyond informing the student, assessment also educates the parents and community about quality and depth of the program. In addition, assessment informs the teacher and administrators about the effectiveness of the program.

All four aspects or domains of performance will be assessed: Motor Skills, Fitness Skills, Cognitive Skills or Knowledge and Personal-Social Skills. The focus of the assessments will be process and improvement-based. The intent of the assessment is to provide students with the feedback necessary to facilitate skill acquisition.

All students will be assessed utilizing the FitnessGram protocols which include the Pacer Test (Cardio-Vascular Endurance), Curl-ups (Abdominal Strength), Push-ups (Upper Body Strength), Back-Saver Sit and reach (Flexibility) and Body Mass Index (Body Composition). This information will be used as a basis for personal fitness programs. The level of performance will NOT be graded. However, the improvement of performance will be factored into the student’s final grade. Students and parents will receive print-outs that offer norm-referenced scores based on “zones” of performance: Exceeds Expectations, Target Zone and Focus Needed. The zones are based on the analysis of the performance of thousands of students during the past 30 years across the United States. Cooper’s Aerobic Institute has provided and updated the norms throughout this time period.

All motor skills included in each content area have been task analyzed. Teachers will focus on the process and improvement of skill performance minimizing the product. The task analyses are posted on the project website for quick access.

High school students are expected to complete written assignments that focus on fitness skills and knowledge. Tests, quizzes and worksheets will also be assessed throughout the semester.

The following generic structure will be followed by the county physical educators:

Motor Skills	40-60%
Physical Skills	
Fitness Performance	
Cognitive Performance	20% (10-30%)
Personal Social Skills	20-40% (20-50%)