Course Description: This course applies the principles, practices and the importance of lifelong fitness. Students will focus on rules, etiquette, and skill technique for a variety of sports and recreational activities. Fitness evaluations will be completed to determine fitness goals with the goal of improving overall fitness and health. Students will be able to apply the connection between health and regular physical activity after completing this course. This course cannot be repeated.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>Foundations of Fitness</td>
<td>Topic 1: Fitness Testing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Strength and Conditioning</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Sports and Recreation</td>
<td>Topic 1: Team Sports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Individual/Dual Sports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Lifetime/Recreational Activities</td>
</tr>
</tbody>
</table>
Unit 1: Foundations of Fitness

Subject: Physical Education
Grade: 8
Name of Unit: Foundations of Fitness
Length of Unit: Ongoing

Overview of Unit: Students will measure each component of health-related fitness and compare individual scores to the healthy fitness zone. Students will then analyze scores and create personal, smart goals for spring post-test. Students will enhance their personal fitness goal according the components of the exercise principles of overload, progression, and specificity and how they relate to exercise. Students will learn and understand the safe and unsafe practices of using fitness equipment.

Priority Standards for unit:
- PA1C8a Identify exercise principles of overload, progression, and specificity and how they relate to exercise
- PA1A8a Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total fitness

Supporting Standards for unit:
- PA3A8a Investigate the safe and unsafe practices of using fitness equipment (e.g., weight room, fitness balls, step aerobics)
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>the safe and unsafe practices of using fitness equipment (e.g., weight room, fitness balls, step aerobics)</td>
<td>Investigate</td>
<td>Perform</td>
<td>2</td>
</tr>
<tr>
<td>exercise principles of overload, progression, and specificity and how they relate to exercise</td>
<td>Identify</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>concepts of health-related and skill-related fitness and the benefits each offers to the development of total fitness</td>
<td>Connect</td>
<td>Apply</td>
<td>4</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How is my personal health-related fitness (according to the healthy fitness zone)?
2. How can we use the exercise principles of overload, progression, and specificity to enhance our workouts?
3. Why is it important to know safe/unsafe practices using fitness equipment?

**Enduring Understanding/Big Ideas:**
1. Being physically fit enhances quality of life.
2. Fitness assessments allow each individual to identify their personal fitness level.
3. Recognizing weaknesses in health-related fitness allows individuals to assess and set goals to improve overall health.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy</td>
<td>Health-related Fitness</td>
</tr>
<tr>
<td>Goal</td>
<td>Muscular Strength</td>
</tr>
<tr>
<td>Measure</td>
<td>Muscular Endurance</td>
</tr>
<tr>
<td>Resistance</td>
<td>Flexibility</td>
</tr>
<tr>
<td></td>
<td>Cardiovascular Endurance</td>
</tr>
<tr>
<td></td>
<td>Body Composition</td>
</tr>
<tr>
<td></td>
<td>Overload Principle</td>
</tr>
<tr>
<td></td>
<td>Progression</td>
</tr>
<tr>
<td></td>
<td>Specificity</td>
</tr>
</tbody>
</table>
Engaging Experience 1
Title: Fitness Testing

Suggested Length of Time: 2-4 days per test (Fall and Spring)

Standards Addressed

Priority:
- PA1A8a Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total fitness

Supporting:
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will measure components of health-related fitness by completing the following fitness test: Mile Run and/or Pacer, Push-up, Curl-up, Sit and Reach

Bloom’s Levels: Apply

Webb’s DOK: 4
Engaging Experience 1
Title: Weight room
Suggested Length of Time: 2-4 weeks

Standards Addressed

Priority:
- PA1C8a Identify exercise principles of overload, progression, and specificity and how they relate to exercise

Supporting:
- PA3A8a Investigate the safe and unsafe practices of using fitness equipment (e.g., weight room, fitness balls, step aerobics)

Detailed Description/Instructions: Students will use the fitness center/weight equipment to PA1C8a Identify exercise principles of overload, progression, and specificity and how they relate to exercise.

Bloom’s Levels: Apply
Webb’s DOK: 3
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will record fitness test scores into their personal fitness portfolio and compare scores to the healthy fitness zone. Students will choose one component/test and create strategies for improvement. After the completion of post-testing (toward the end of the year), students will reflect on whether they did or did not meet their goal and why.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness Assessment</td>
<td>Fitness Testing</td>
<td>Students will measure components of health-related fitness by completing fitness test.</td>
<td>2-4 days per test</td>
</tr>
<tr>
<td>Strength and Conditioning</td>
<td>Weight room</td>
<td>PA1C8a Identify exercise principles of overload, progression, and specificity and how they relate to exercise</td>
<td>2-4 weeks</td>
</tr>
</tbody>
</table>
Unit 2: Sports and Recreation

Subject: Physical Education
Grade: 8
Name of Unit: Sports and Recreation
Length of Unit: Ongoing
Overview of Unit: For each topic, students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice).

Priority Standards for unit:
- MP2D8b Apply skill techniques, scoring and safety practices in a modified activity setting
- MP2B8b Demonstrate an increased level of competence in skill techniques, scoring, and safety practices in a variety of individual, dual and team sports
- MP2D8a Demonstrate an intermediate level of competence in a variety of physical activities (e.g., gymnastics, aquatics)
- MP2A8a Analyze selected skills and correct errors to improve skill technique
- MP2C8a Demonstrate an increased level of competence in a variety of outdoor pursuits and/or recreational activities
- MP2B8c Analyze play of their opponent and apply defensive and offensive techniques

Supporting Standards for unit:
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
### Unwrapped Concepts (Students need to know)

- skill techniques, scoring and safety practices in a modified activity setting
- an increased level of competence in skill techniques, scoring, and safety practices in a variety of individual, dual and team sports
- selected skills
- errors to improve skill technique
- an increased level of competence in a variety of outdoor pursuits and/or recreational activities
- play of their opponent
- defensive and offensive techniques

### Unwrapped Skills (Students need to be able to do)

- Apply
- Demonstrate
- Analyze
- Correct
- Apply

### Bloom’s Taxonomy Levels

- Apply
- Demonstrate
- Perform
- Analyze
- Analyze

### Webb's DOK

- 2
- 3
- 2
- 3
- 2

### Essential Questions:

1. Why are the basic rules necessary for team, individual/dual, and recreational sports and games?
2. Why are fundamental skills are required for successful participation in each sport/game?
3. How can a person strategize for success on offense/defense?

### Enduring Understanding/Big Ideas:

1. Team, individual/dual, and recreational sports/games have specific skills necessary for successful participation.
2. Rules are an essential element in team, individual/dual, and recreational sports/games.

### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team</td>
<td>Offense</td>
</tr>
<tr>
<td>Fundamental skills</td>
<td>Defense</td>
</tr>
<tr>
<td>Sportsmanship</td>
<td></td>
</tr>
<tr>
<td>Strategy</td>
<td></td>
</tr>
<tr>
<td>Success</td>
<td></td>
</tr>
</tbody>
</table>
Engaging Experience 1

Title: Football, Volleyball, Basketball, Soccer

Suggested Length of Time: 4-7 days per sport

Standards Addressed

**Priority:**
- MP2D8b Apply skill techniques, scoring and safety practices in a modified activity setting
- MP2B8b Demonstrate an increased level of competence in skill techniques, scoring, and safety practices in a variety of individual, dual and team sports
- MP2D8a Demonstrate an intermediate level of competence in a variety of physical activities (e.g., gymnastics, aquatics)
- MP2A8a Analyze selected skills and correct errors to improve skill technique
- MP2C8a Demonstrate an increased level of competence in a variety of outdoor pursuits and/or recreational activities
- MP2B8c Analyze play of their opponent and apply defensive and offensive techniques
- MP2D8a Demonstrate an intermediate level of competence in a variety of physical activities (e.g., gymnastics, aquatics)

**Supporting:**
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
● TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

**Detailed Description/Instructions:** Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include football, volleyball, basketball, and/or soccer.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 4
Engaging Experience 1
Title: Archery, Paddleball
Suggested Length of Time: 4-7 days per sport

Standards Addressed

Priority:
- MP2D8b Apply skill techniques, scoring and safety practices in a modified activity setting
- MP2B8b Demonstrate an increased level of competence in skill techniques, scoring, and safety practices in a variety of individual, dual and team sports
- MP2D8a Demonstrate an intermediate level of competence in a variety of physical activities (e.g., gymnastics, aquatics)
- MP2A8a Analyze selected skills and correct errors to improve skill technique
- MP2C8a Demonstrate an increased level of competence in a variety of outdoor pursuits and/or recreational activities
- MP2B8c Analyze play of their opponent and apply defensive and offensive techniques
- MP2D8a Demonstrate an intermediate level of competence in a variety of physical activities (e.g., gymnastics, aquatics)

Supporting:
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
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- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
• TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

**Detailed Description/Instructions:** Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include Archery, Paddleball, and/or Tennis.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 4
Topic 3: Lifetime/Recreational Activities

**Engaging Experience 1**

**Title:** Volley tennis, Ultimate Frisbee/Football

**Suggested Length of Time:** 5-7 days per sport

**Standards Addressed**

*Priority:*
- MP2D8b Apply skill techniques, scoring and safety practices in a modified activity setting
- MP2B8b Demonstrate an increased level of competence in skill techniques, scoring, and safety practices in a variety of individual, dual and team sports
- MP2D8a Demonstrate an intermediate level of competence in a variety of physical activities (e.g., gymnastics, aquatics)
- MP2A8a Analyze selected skills and correct errors to improve skill technique
- MP2C8a Demonstrate an increased level of competence in a variety of outdoor pursuits and/or recreational activities
- MP2B8c Analyze play of their opponent and apply defensive and offensive techniques
- MP2D8a Demonstrate an intermediate level of competence in a variety of physical activities (e.g., gymnastics, aquatics)

*Supporting:*
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- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
● TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

**Detailed Description/Instructions:** Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include Volley tennis and/or Ultimate Frisbee/Football.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 4
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will demonstrate intermediate skills and knowledge in a tournament.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Sports</td>
<td>Football, Volleyball, Basketball, Soccer</td>
<td>Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include football, volleyball, basketball, and/or soccer.</td>
<td>4-7 days per sport</td>
</tr>
<tr>
<td>Individual/Dual Sports</td>
<td>Archery, Paddleball, Tennis</td>
<td>Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include Archery, Paddleball, and/or Tennis.</td>
<td>4-7 days per sport</td>
</tr>
<tr>
<td>Lifetime/Recreational Activities</td>
<td>Volley tennis, Ultimate Frisbee/ Football</td>
<td>Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include Volley tennis and/or Ultimate Frisbee/Football.</td>
<td>4-7 days per sport/game</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.