**MANCHESTER TOWNSHIP SCHOOL DISTRICT CURRICULUM**

**Sept**

**Content Area: Physical Education**

**Course Title: Physical Education Grade Level: 8**

**Unit Plan 1: Cooperative Games Pacing Guide: 3 weeks**

**Unit Plan 2: Team and Individual Sports Pacing Guide: (12) 2 week units**

**Unit Plan 3; Dance Pacing Guide: 3 weeks**

**Unit Plan 4 Pacing Guide**

**Unit Plan 5 Pacing Guide**

**Unit Plan 6 Pacing Guide**

**Date Created: December, 2011**

**Board Approved on:** January 18, 2012

# MANCHESTER TOWNSHIP SCHOOL DISTRICT

**Unit Overview**

### Content Area: Physical Education Unit Title: Dance

**Target Course/Grade Level: 8**

**Unit Summary: Students will continue to create and demonstrate more advanced planned movement sequences, individually and with others, based on tempo, beat, rhythm and music.**

**Primary interdisciplinary connections: Global awareness, Finance, Government, Health Literacy 21st century themes:**

**Standards: 2.5, 2.6**

**Learning Targets**

**Content Statements: 2.5-** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.6- Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

**CPI # Cumulative Progress Indicator (CPI)**

Explain and demonstrate the transition of movement skills from isolated

2.5.8.A.1

settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

* + - * 1. Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
				2. Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
				3. Detect, analyze, and correct errors and apply to refine movement skills.

2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

* + - * 1. Analyze how medical and technological advances impact personal fitness.
				2. Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

### Unit Essential Questions

* **Can students demonstrate and appreciate choreographed dance movements?**

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**Unit Learning Targets (Objectives)**

*Students will ...*

**Unit Enduring Understandings**

* **Understand the value of dance as a tool for fitness throughout your life.**

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* **SWBAT continue to create and demonstrate more advanced dances based on tempo, beat and music.**

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**MANCHESTER TOWNSHIP SCHOOL DISTRICT**

**Unit Overview**

**Unit Title: Cooperative Games Target Course/Grade Level: 8**

**Unit Summary: Students will work cooperatively while participating in a variety of games and problem solving activities.**

**Primary interdisciplinary connections:Global awareness, Finance, Government, Health Literacy 21st century themes:**

**Content Area: Physical Education**

**Standards: 2.5, 2.6**

**Learning Targets**

**Content Statements: 2.5-** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.6- Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

**CPI # Cumulative Progress Indicator (CPI)**

Explain and demonstrate the transition of movement skills from isolated

2.5.8.A.1

settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

* + - * 1. Analyze how medical and technological advances impact personal fitness.
				2. Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
				3. Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

### Unit Essential Questions

* + **Can students work cooperatively to accomplish various tasks?**

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**Unit Learning Targets (Objectives)**

***Students will ...***

### Unit Enduring Understandings

* + **Apply problem solving techniques to real life experiences.**

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* + **SWBAT work cohesively while participating in problem solving activities.**

**Evidence of Learning**

**Formative Assessments**

* + - Student Observation
		- Class Discussion
		- Testing
* Task Completion

**Summative Assessments: Class participation, preparation, effort and attitude.**

**Modifications (ELLs, Special Education, Gifted and Talented): adapted activities and rules to individual ability level.**

**Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources: Textbooks, computer lab, various Physical Education equipment, music.**

**Teacher Notes:**

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| **MANCHESTER TOWNSHIP SCHOOL DISTRICT****Unit Overview** |
| **Content Area: Physical Education** |
| **Unit Title: Team and Individual Sports** |
| **Target Course/Grade Level: 8** |
|  | **Unit Summary Unit Summary: Students will work cooperatively while participating in a variety of sports. An emphasis will be put on the continued development and refinement of skills, knowledge of rules and etiquette and competitive game situations.** |  |
|  | **Primary interdisciplinary connections: 21st century themes:** |  |
| **Learning Targets** |
| **Standards 2.5, 2.6** |

**Content Statements: 2.5-** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.6- Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

### CPI # Cumulative Progress Indicator (CPI)

Explain and demonstrate the transition of movement skills from isolated

2.5.8.A.1

settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

* + - * 1. Analyze how medical and technological advances impact personal fitness.
				2. Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
				3. Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

### Unit Essential Questions

* + **Can students apply skills, rules and knowledge to game situations?**

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**Unit Learning Targets (Objectives)**

*Students will ...*

**Unit Enduring Understandings**

* + **Understand the value of sports as a tool for fitness throughout your life.**

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* + **SWBAT gain a deeper understanding of various sport skills, rules and game strategy.**

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| **Evidence of Learning** |
| **Formative Assessments** |
| * Student Observation • Task Completion
* Class Discussion
* Testing
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| **Summative Assessments: Class participation, preparation, effort and attitude.****Modifications (ELLs, Special Education, Gifted and Talented): adapted activities and rules to individual ability level.** |

**Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources: Textbooks, computer lab, various Physical Education equipment, music.**

**Teacher Notes:**

**Formative Assessments**

* + Student Observation
	+ Class Discussion
	+ Testing

**Evidence of Learning**

* + - Task Completion

**Summative Assessments: Class participation, preparation, effort and attitude.**

**Modifications (ELLs, Special Education, Gifted and Talented): adapted activities and rules to individual ability level.**

**Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources: Textbooks, computer lab, various Physical Education equipment, music.**

**Teacher Notes:**