Physical Education Grade 8 Unit 3: Individual Sports

Content Area: **Health & PE**
Course(s):
Time Period: **MP2**
Length: **3 Weeks**
Status: **Published**

Rationale and Transfer Goals

An understanding of good health and fitness concepts and practices is essential for students. Poor health can hinder students from succeeding in the classroom and beyond. Teaching our students good health and safety principles can lead to a life of healthy practices, resulting in more productive, active, and successful lives. Teaching students sports skills and concepts can help build confidence, esteem, as well as fitness levels.

Enduring Understandings

Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

Feedback from others and self-assessment impacts performance of movement skills and concepts.

Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T).

Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Community resources can provide participation in physical activity for self and family members

Essential Questions

What are the benefits of becoming physically fit?

What are some of the characteristics of a great teammate?

How can sports enhance your life?

What are some everyday skills used to play a sport?

Why is it important to have team and individual goals when playing a sport?

How does practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to enjoyment of the event?

Are professional rules in sports always the same as physical education rules? Why?

Why are rules and regulations important in sports?

How does cooperation with others affect our individual performance?

How does participation in individual sports improve skill-related fitness versus health-related fitness?

Content - What will students know?

- Proper mechanics used for sports, such as tennis, track and field.
- Rules for sport/game being taught
- Great sportsmanship is an important characteristic for any sport
- How to counteract a move from opposing player
- recognition of different moves and penalties:
- Vocabulary contingent to sport

Skills - What will students be able to do?

-
    - pacing during different running events
    - handing off a baton during a relay race
    - throwing objects for different field events
    - working with teammates to achieve a common goal
    - Use different starting position depending on event being run
    - identifying and following the rules of track and field
    - Make contact with ball with racket
    - Perform different swings with the racket
    - Keep score
    - Demonstrate proper warm up and cool down
    - Recognize all skills used for game, perform 2 at a basic level
        - Throwing
        - Swinging

- Passing
- Agility
- Jumping
- Ready Stance
- Follow through

4pt, 3pt, standing start

Activities - How will we teach the content and skills?

Stations used to teach skills such as:

- Jumping
- Throwing
- Backhand
- Starts
- Forehand
- Serve
- Agility

Lead up games to practice skills and rules for game

- Individual activities
- Partner activities

Group activities

Evidence/Assessments - How will we know what students have learned?

- Observations of students 2-3 times a week
- Student observations
- *fitness log
- Teacher observations
- Asking of the essential questions
- Students may grade each other on execution of skills
- Practice, Practice, Practice
- Reflection

Spiraling for Mastery

• Students will use skill related fitness in activities
  ○ Agility
  ○ Balance
  ○ Coordination
  ○ Power
  ○ Reaction
  ○ Speed
• The student will know how to perform and properly demonstrate a test for each of the five components of health-related fitness.
  ○ Cardiorespiratory endurance.
  ○ Muscular strength.
  ○ Muscular endurance.
  ○ Body composition.
  ○ Flexibility
• Research the rules of individual sport (track and field, tennis,
 	
• Apply rules of individual sports in cooperative play
 	
Incorporate communication into effective play
	• Components of Fitness
	• Locomotive skills
	• Non-Locomotor skills (bending, twisting)
	• Manipulative movements (throwing, kicking, striking.)
		• Marker Relay
		
		4x1
		
		Mile Run
		
		50-meter run
		
		100-meter run
		
		400-meter run
		
		Standing broad jump
		
		Long jump
		
		Hula hoop throw
		
		Football throw
		
		Miss the Middle
		Back 2 Base
		Cautious Approach
		Double Cover
		Sequencing
		Anything Goes
		4's Up
		Step In
		Consistency
		Walking In

Key Resources

http://www.teachpe.com/tennis/drills/sequencing.php

http://www.quickstartcentral.org/pages/vaquickstartcentral/pdfs/15605_Curriculum-Abridged.pdf

http://www.pecentral.com

Other resources in teacher files

21st Century Life and Careers

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

Interdisciplinary Connections/Companion Standards

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Science

MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations

- effect of health and exercise on physical and biological states

Math

Statistics and Probability 8.SP

A. Investigate patterns of association in bivariate data.

- students work with data and statistics related to team sports and games