

Curriculum for:
Grade 8 Wellness/Fitness

Course(s): Grade 8 Wellness/Fitness

Grades: 8th

Department: Wellness/Fitness

Length of Period (average minutes): 43 minutes

Periods per cycle: 6

Length of Course (yrs.): 0.333

Type of offering: ______ required ______ elective

Credit(s) awarded: N/A

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| Enduring Understanding | Essential Questions | Content | Standard | Skills |
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| <p>Participation in physical activity impacts wellness throughout a lifetime.</p> | <ul style="list-style-type: none"> • How do you know how much moderate physical activity is enough? | <ul style="list-style-type: none"> • FITT - Guidelines for Moderate Physical Activity. <ul style="list-style-type: none"> ○ F=all or most days of the week ○ I=heart rate increases to 30-40% of maximum (brisk walking) ○ T=30 or more minutes of varied life-long activities | <p>10.4.9A: Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> | <p>Analyze social, emotional, physical, cognitive and environmental factors that impact personal fitness and activity goals, preferences and group interactions of adolescents</p> |
| | <ul style="list-style-type: none"> • How do you know how much vigorous physical activity is enough? | <ul style="list-style-type: none"> • FITT- Guidelines for Vigorous Physical Activity <ul style="list-style-type: none"> ○ F=3-6 days a week ○ I=increase heart rate into the target heart rate zone ○ T=varied aerobic and anaerobic activities | | |
| | <ul style="list-style-type: none"> • How can physical activity choices impact my life as an adolescent? | <ul style="list-style-type: none"> • Personally developed and self-monitored activity goals based upon assessment, interest, desires and access to the activity will impact my physical activity choices as an adolescent. | | |
| | <ul style="list-style-type: none"> • What is developmentally appropriateness? | <ul style="list-style-type: none"> • A developmentally appropriate program promotes a physically active lifestyle that accommodates individual differences in levels of skill, fitness and past experience. It emphasizes fun and success giving students choices that match their capabilities (providing easier to more difficult tasks: an array of moderate and vigorous activities). | | |
| | <ul style="list-style-type: none"> • What is goal setting? | <ul style="list-style-type: none"> • Setting a goal that you look ahead to determine what you want to achieve in the future. Once you set the goal, you decide what steps you need to take and how long it will take to reach the goal. | | |
| | <ul style="list-style-type: none"> • What are personal fitness goals? | <ul style="list-style-type: none"> • Personal fitness goals are based o the results from criteria-based fitness | | |

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| | | assessments (tri-fit) to enhance cardiovascular endurance, muscular strength, and endurance, flexibility, and body composition. | | |
| | <ul style="list-style-type: none"> • What are activity goals? | <ul style="list-style-type: none"> • Activity goals are based on surveying your personal physical activity interests and the access you have to participation to promote maintaining a physically active, healthy life. | | |
| | <ul style="list-style-type: none"> • How would you evaluate your physical activity choices and the way that they affect your ability to achieve your fitness and activity goals? | <ul style="list-style-type: none"> • Choosing physical activities that you enjoy will help you want to be physically active. Understanding how those physical activities contribute to cardiovascular endurance, muscular strength and endurance, flexibility and body composition will help you set and reach your fitness goals. Regular physical activity releases endorphins, which enable people to enjoy and sustain commitment to their personal fitness goals. | | |
| Participation in physical activity impacts wellness throughout a lifetime. | <ul style="list-style-type: none"> • What is a heart rate monitor? • How else could you monitor your body's response to moderate to vigorous physical activity? | <ul style="list-style-type: none"> • When you are wearing a heart rate monitor, you can quickly check your heart rate throughout the entire activity. Heart rate monitors have a wireless transmitter attached to a chest strap. The transmitter sends heart rate information to a watch worn on the wrist. • Fitness assessments are another tool to monitor your body's response to moderate to vigorous physical activity. Fitness assessments can provide you with personal information about your present level of fitness. You should use self-assessment periodically to monitor your improvement. FITNESSGRAM has three aerobic capacity tests that can be used to monitor and assess the response of your body to moderate to vigorous physical activity: the PACER, One Mile Run, and the Walk Test. When used as a pretest, either one can provide baseline data to | <p>10.4.9.C.: Analyze factors that affect the responses of body systems during moderate to vigorous physical activities</p> <ul style="list-style-type: none"> • exercise (e.g. climate, altitude, location, temperature) • healthy fitness Zone • individual fitness status • drug/substance use/abuse | Evaluate physical activity preferences, responses of the body's systems and activities that support lifelong fitness and activity goals. |

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| | <ul style="list-style-type: none"> ● What is the Healthy Fitness Zone? ● What is self-assessment? ● What techniques can you use to monitor your body's response to moderate to vigorous physical activity? ● Why is individual fitness status important in the analysis of factors that affect body systems during | <p>measure your personal level of aerobic fitness. Then through regular monitoring of progress (record keeping) you can track the response of your body to moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> ● The healthy fitness zone (HFZ) is a performance standard that reflects the basic health-related fitness level (criterion referenced) required for good health and reduction of the risks of disease associated with sedentary lifestyles. There is a minimal level (low end) of health to lead active, healthy lives and a high end that is encouraged to maintain or increase fitness for further health. One comprehensive health-related fitness assessment diagnostic tool is the FITNESSGRAM/ACTIVITYGRAM (The Cooper Institute, 2004). Use the age and gender charts for each fitness component (CRE, muscular strength and endurance, flexibility, body composition) to determine your HFZ status. ● The beginning of monitoring the body's responses is self-assessment. When you self-assess you should know why you are doing the test and how to test yourself. Once the baseline data is gathered you can set goals and monitor your progress by self-testing periodically and comparing results with your baseline data. ● Target Heart Rate Zone: Maximal Heart rate = $208 - (.70 \times \text{your age})$ <ul style="list-style-type: none"> ○ Target Heart Rate Intensity percents for activity: Low fitness: 40-50% max HR; Marginal fitness: 50-60% max HR; Good Fitness: 60-85% max HR. ● Individual fitness status will allow you to begin at your appropriate level of fitness. Your personal goals for physical activity | | |
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| | <p>moderate to vigorous physical activity?</p> | <p>are based on this. Through genetics we all have a different potential for change with our bodies. Ultimately this will help you develop physical activity patterns for a lifetime.</p> | | |
| <p>Participation in physical activity impacts wellness throughout a lifetime.</p> | <ul style="list-style-type: none"> ● What are the effects of positive interactions between group members? ● What are the effects of negative interactions between group members? ● What are the positive and negative interactions of group dynamics? ● What are the positive and negative interactions of social pressure? | <ul style="list-style-type: none"> ● Positive interactions enhance group decision-making and problem solving. Group members work together by listening, offering ideas, trying member ideas, and helping make group choices. Group members perform their roles, support one another, and handle conflict peacefully. ● Negative interactions impede group decision-making and problem solving. Group members neglect the responsibilities of their roles or perform them sparingly. They ignore others and/or provoke conflict. ● Group dynamics describes how people function in groups. Interdependence is a positive group dynamic: people working together, face-to-face, depending on one another to reach a common goal. Often people perform complementary roles to contribute to reaching group goals. ● Social pressures are the forces we allow to influence our thoughts, feelings and behaviors. Pressures can come from adults or peers. Pressures need to be analyzed to determine if they are positive or negative. Positive forces can lead to healthy choices: regular and safe participation in physical activity, eating nutritious meals and resolving conflicts peacefully. Negative forces can lead to unhealthy choices that compromise our physical, mental, emotional and social well-being. <ul style="list-style-type: none"> ○ When peers pressure you to do things that you don't want to do or you know are wrong, assert your | <p>10.4.9.F.: Analyze the effects of positive and negative interactions of adolescent group members in physical activities</p> <ul style="list-style-type: none"> ● group dynamics ● social pressure | <p>Analyze the social, emotional, and cognitive impacts of positive and negative group interactions while working toward a common goal.</p> |

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| | | "rights" to make and uphold healthy choices. | | |
| Quality lifelong movement is based on scientific concepts/principles. | <ul style="list-style-type: none"> • What is agility? | <ul style="list-style-type: none"> • Agility is the ability to change position and direction rapidly and accurately while moving in space. Invasion games will require agility. | 10.5.9A: Describe and apply the components of skill related fitness to movement performance <ul style="list-style-type: none"> • agility • balance • coordination • power • reaction time • speed | Apply skill-related fitness components and game strategies when participating in complex games and physical activities. |
| | <ul style="list-style-type: none"> • What is balance? | <ul style="list-style-type: none"> • Balance refers to the body's ability to maintain a state of equilibrium while remaining stationary or moving. | | |
| | <ul style="list-style-type: none"> • When participating in physical activities is balance necessary? | <ul style="list-style-type: none"> • Balance is essential to all sports, but it is especially important in the performance of striking activities. | | |
| | <ul style="list-style-type: none"> • What is coordination? | <ul style="list-style-type: none"> • Coordination implies a harmonious relationship, as a smooth union or flow of movement in the execution of a task. | | |
| | <ul style="list-style-type: none"> • Why is coordination necessary when performing a skill? | <ul style="list-style-type: none"> • In striking the volleyball serve, force develops sequentially. As the momentum from the body turn approaches its peak, the arm extends at the elbow, and maximum arm speed finally occurs with the snap of a wrist. If the forces are added in the wrong sequence, the movement appears to be uncoordinated. | | |
| | <ul style="list-style-type: none"> • What is power? | <ul style="list-style-type: none"> • Power is a combination of strength (force) and velocity or speed. | | |
| | <ul style="list-style-type: none"> • Identify activities that require power? | <ul style="list-style-type: none"> • Power is required for weight training, throwing, kicking, hitting and jumping. A person kicking a soccer ball needs to transfer their weight to create a shift in momentum and power from their body to the ball. | | |

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| | <ul style="list-style-type: none"> • What is reaction time? | <ul style="list-style-type: none"> • Reaction time is the time it takes a person to move after he or she hears, sees, feels or touches a stimulus. | | |
| | <ul style="list-style-type: none"> • In what way is reaction time applied to movement performance? | <ul style="list-style-type: none"> • Suppose someone is throwing you a ball. The time it takes you to get into position to catch the ball is your reaction time. Suppose you are a goalie- your reaction time begins from the time the opponent strikes the ball until you successfully block it. | | |
| | <ul style="list-style-type: none"> • What is speed? | <ul style="list-style-type: none"> • Speed is distance traveled in a period of time. | | |
| | <ul style="list-style-type: none"> • In what sport / activities is it necessary to have speed? | <ul style="list-style-type: none"> • Suppose you are playing basketball and you have just grabbed a rebound under your opponent's basket. You use your speed to dribble the length of the court to your team's basket. | | |
| <p>Quality lifelong movement is based on scientific concepts / principles.</p> | <ul style="list-style-type: none"> • What are the movement characteristics of skill performance during development through each stage of learning? | <ul style="list-style-type: none"> • Motor learning stage characteristics: <ul style="list-style-type: none"> ○ Cognitive Stage: performance is inconsistent and erratic ○ Associative Stage: performance is more consistent and coordinated ○ automatic Stage: Performance is automatic (mechanical) and appears effortless | <p>10.5.9B: Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement</p> <ul style="list-style-type: none"> • response Selection • stages of learning a motor skill (i.e. verbal cognition, motor, automatic) | <p>Analyze different motor movements using appropriate vocabulary. Give feedback as to how training principles could be utilized to improve physical fitness.</p> |
| | <ul style="list-style-type: none"> • What are the movement goals and practice strategies for performers in each stage? | <ul style="list-style-type: none"> • Movement goals and practices strategies for each stage (Review what you learned in grades 4-6 in standard 10.5.6C) <ul style="list-style-type: none"> ○ Cognitive Stage: goal is to develop more consistency. Practice strategy is to engage in physical and mental practice in invariant environments. ○ Associative Stage: goal is to become consistent/coordinated. Practice strategy is to engage in physical and mental practice with appropriate variable conditions. ○ Automatic Stage: goal is to | | |

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| | | consistently perform in dynamic situations. Practice strategy is to engage in physical and mental practice in dynamic, game-like environments. | | |
| Quality lifelong movement is based on scientific concepts / principles. | <ul style="list-style-type: none"> How do you know that the constant practice strategies improved self-paced skill performance? | <ul style="list-style-type: none"> Record-keeping to document refinement from less to more fluent (ex. tennis serve), and / or enhancement of the skill changes in height, speed, distance, etc. (gymnastic skill). | 10.5.9.C: Identify and apply practice strategies for skill improvement. | Describe various games situations using appropriate vocabulary and brainstorm various training principles to improve physical fitness. |
| | <ul style="list-style-type: none"> How do performers improve externally-paced skills (changing environment)? | <ul style="list-style-type: none"> In externally paced skills, performers must respond at a certain time and rate that is determined by the conditions in the environment (most parts of the net, field, and invasion games). | | |
| | <ul style="list-style-type: none"> How are variable practice strategies applied to the improvement of externally-paced skills? | <ul style="list-style-type: none"> Improving externally-paced skills occurs with variable practice (repetition of skill using different movement characteristics) in response to a changing environment and mental practice of knowledge of result cues, e.g. Dribble in different directions, and speeds in response to small-sided game conditions, mentally practice the conditions that will prompt you to dribble to the left, right, faster and slower. | | |
| Quality lifelong movement is based on scientific concepts / principles. | <ul style="list-style-type: none"> What are the four classifications of games? What are game tactics? What are offensive tactics? | <ul style="list-style-type: none"> Target (bowling and golf); Striking and Fielding (kickball, softball, and baseball); Net/Wall (volleyball, tennis, and pickleball); and Invasion (football, basketball, soccer, and floor hockey). Tactics are decisions players make during gameplay to reach the goals of scoring, preventing scoring, and restarting the game. Decisions on-the-ball and off-the-ball players make when they or their team has possession of the ball is trying to score. <ul style="list-style-type: none"> In target games, offensive tactics | 10.5.9F: Describe and apply game strategies to complex games and physical activities <ul style="list-style-type: none"> offensive strategies defensive strategies time management | Describe and apply offensive and defensive strategies while exercising good use of time management during game play. |

- **What are defensive tactics?**

- enable players to send away objects toward stationary targets in fewer attempts than the opponent. In golf the tactic is reducing the number of strokes and in bowling the tactic is knocking down all the pins on the first ball.
- In striking/fielding games, offensive tactics enable players to strike a ball with sufficient accuracy and/or power to elude players on the fielding team, and give time for the hitter to run between bases and score. In softball the offensive tactics are: getting on base, moving the runner, and advancing to the next base.
- In net/wall games, offensive tactics enable players to send the ball back to the opponent so that the opponent is unable to return it or is forced to make an error. In net/wall games the tactics are: setting up to attack (volleyball) or setting up to attack by creating space on opponent's side of net (tennis and badminton); winning the point, and attacking as an individual, pair, or team.
- In invasion games, offensive tactics enable players to move the ball on the court or field to get near the goal and score. In invasion games the offensive tactics are: maintaining possession of the ball; attacking the goal; creating space in attack; and using space in attack.
- Decisions on-the-ball and off-the-ball players make (individual or team) when they do not have possession of the ball and are trying to prevent the offense from scoring.

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| | | <ul style="list-style-type: none"> ○ In target games, there is no defense. ○ In Striking/fielding games, defensive tactics enable players to prevent scoring. In fielding games the defensive tactics are: defending space by infield/outfield position; defending bases; and defending space as a team. ○ In net/wall games, defensive tactics enable players to return the ball and keep it inbounds. In net/wall games the defensive tactics are: defending space on own court; defending against an attack; and defending as an individual, pair, or team. ○ In invasive games, defensive tactics enable players to intercept the object and prevent scoring. Invasion game defensive tactics are: defending space; defending the goal; and winning the ball. | | |
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Materials and Resources:

Clover, Jim, and Jim Clover. Student Workbook to Accompany Sports Medicine Essentials, Second Edition: Core Concepts in Athletic Training and Fitness Instruction. Clifton Park, NY: Thomson Delmar Learning, 2007. Print.

Giles-Brown, Liz. Physical Education Assessment Toolkit. Champaign, IL: Human Kinetics, 2006. Print.

Martens, Rainer. Directing Youth Sports Programs. Champaign, IL: Human Kinetics, 2001. Print.

Mitchell, Stephen A., Judith L. Oslin, and Linda L. Griffin. Teaching Sport Concepts and Skills: A Tactical Games Approach. Champaign, IL: Human Kinetics, 2006. Print.

Physical Best Activity Guide: Middle and High School Levels. Champaign, IL: Human Kinetics, 2005. Print.

Teacher Designated Supplemental Materials