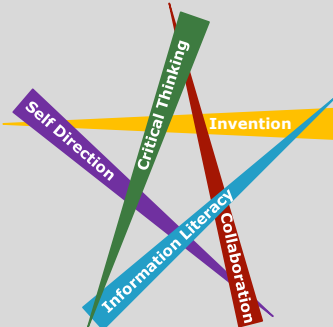
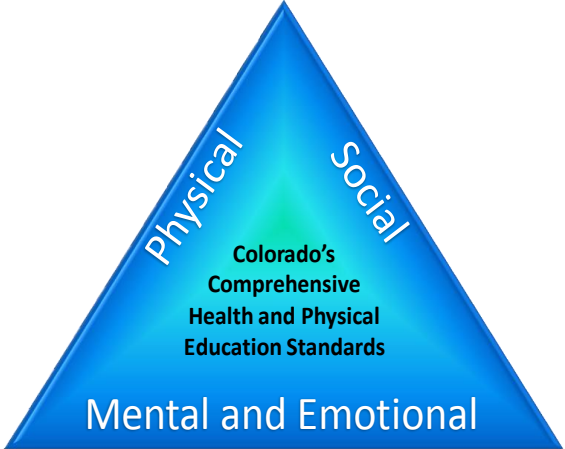


**Curriculum Development Course at a Glance
Planning for 8th Grade Physical Education**

Content Area	Physical Education	Grade Level	8 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Demonstrate knowledge of principles and concepts for effective rhythmic motor development	PE09-GR.8-S.1-GLE.1	
	2. Understand and apply game strategies to physical activities and sports	PE09-GR.8-S.1-GLE.2	
2. Physical and Personal Wellness	1. Identify the personal, physiological, and fitness benefits of participating in a variety of physical activities	PE09-GR.8-S.2-GLE.1	
	2. Identify preferences for lifetime physical activity	PE09-GR.8-S.2-GLE.2	
	3. Determine one's responsibility for developing skills, acquiring knowledge, and achieving fitness	PE09-GR.8-S.2-GLE.3	
<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>			
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Personal Health	6 weeks	1	
Game Strategies	6 weeks	2	
Creative Movement	6 weeks	3	

Curriculum Development Overview
Unit Planning for 8th Grade Physical Education

Unit Title	Personal Health		Length of Unit	6 weeks
Focusing Lens(es)	Fitness	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.8-S.1-GLE.1 PE09-GR.8-S.1-GLE.2 PE09-GR.8-S.2-GLE.1 PE09-GR.8-S.2-GLE.2 PE09-GR.8-S.2-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Which component of health-related fitness is most important, and why? (PE09-GR.8-S.2-GLE.2-EO.b; IQ.1) Why are fitness plans not "one size fits all?" (PE09-GR.8-S.2-GLE.1-EO.a; IQ.2; RA.2; N.2) What do you think of your personal fitness assessment results, and what changes should you make in your exercise routine to improve those results? (PE09-GR.8-S.2-GLE.3-EO.b; IQ.2; RA.2; N.2) 			
Unit Strands	Movement Competence and Understanding in Physical Education Physical and Personal wellness			
Concepts	Creativity, Application, Reflection, Knowledge, Analyze			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Knowledge of health related fitness provides for basis for optimal physical and personal wellness. (PE09-GR.8-S.2-GLE.2-EO.b; IQ.1)	What is health related fitness?	Why is it important to lead a healthy lifestyle?
Application of healthy lifestyle skills often requires personal reflection and lifestyle changes. (PE09-GR.8-S.2-GLE.3-EO.b; IQ.2; RA.2; N.2)	What are healthy lifestyle skills?	How do you demonstrate healthy lifestyle skills?
Creativity in a personal fitness planning demonstrates skillful application of fitness knowledge. (PE09-GR.8-S.2-GLE.1-EO.a; IQ.2; RA.2; N.2)	What does your personal fitness plan show?	How does your personal fitness portfolio include health related fitness? What is your favorite adventure sport?

Curriculum Development Overview
Unit Planning for 8th Grade Physical Education

Key Skills:
My students will be able to (Do)...

- Set realistic fitness goals. (PE09-GR.8-S.2-GLE.3-EO.b)
- Accumulate a recommended number of minutes of MVPA outside of Physical Education class. (PE09-GR.8-S.2-GLE.3-EO.d)
- Design and participate in activities that will improve all components of health related fitness. (PE09-GR.8-S.2-GLE.3-EO.e)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

The student in physical education can design and implement a personalized fitness plan.

Academic Vocabulary:

Identifying, implement, accumulate, adequate

Technical Vocabulary:

flexibility, core strength, fitness level, health related fitness, body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength, fitness, goals, physical activity, developmentally appropriate physical activities, moderate to vigorous physical activity, nutrition, weight management

Curriculum Development Overview
Unit Planning for 8th Grade Physical Education

Unit Title	Game Strategies		Length of Unit	6 weeks
Focusing Lens(es)	Tactics	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.8-S.1-GLE.2 PE09-GR.8-S.1-GLE.1 PE09-GR.8-S.2-GLE.1 PE09-GR.8-S.2-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Is it better to have a strong offense or a strong defense? Why? (PE09-GR.8-S.1-GLE.2-EO.a; IQ.1; RA.2; N.2) To what extent does strategy influence performance in competitive games and activities? (PE09-GR.8-S.1-GLE.2-EO.c; IQ.3; RA.1; N.1,2) Which physical activities do you enjoy performing in the rain or snow? (PE09-GR.8-S.2-GLE.1-EO.c; IQ.3; N.2) 			
Unit Strands	Movement Competence and Understanding in Physical Education Physical and Personal wellness			
Concepts	Application, Knowledge, Safety, Enjoyment, Integrity.			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Knowledge of game strategy often increases personal enjoyment of physical activity. (PE09-GR.8-S.1-GLE.2-EO.c; IQ.3; RA.1; N.1,2)	What are the critical components of game strategy?	How do you demonstrate game strategy?
Safety in physical activity helps develop personal success with and enjoyment of an activity. (PE09-GR.8-S.2-GLE.1-EO.c; IQ.3; N.2)	What does safety add to the success or strategy of a game?	How can unsafe behavior affect a game?
Offensive and defensive strategies define and maintain a game's integrity. (PE09-GR.8-S.1-GLE.2-EO.a; IQ.1; RA.2; N.2)	What do you do to contribute to the offensive and defensive side during game play?	How do you show integrity during game play? As a defense, how does one decide where to force the offense to move with the ball in an invasion game?

**Curriculum Development Overview
Unit Planning for 8th Grade Physical Education**

**Key Skills:
My students will be able to (Do)...**

- Diagram, explain and justify offensive and defensive strategies in net/wall, target, invasion, fielding/run scoring games. (PE09-GR.8-S.1-GLE.2-EO.c)
- Demonstrate basic offensive and defensive skills and strategies in games and sports. (PE09-GR.8-S.1-GLE.2-EO.a)
- Identify offensive and defensive skills and strategies in games and sports. (PE09-GR.8-S.1-GLE.2-EO.a)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

Individuals who learn to apply game strategy will be able to develop and teach a game that incorporates an offensive and defensive space, a penalty system, and a scoring system.

Academic Vocabulary:

diagram, explain, justify

Technical Vocabulary:

offensive and defensive strategies, net/wall, target, invasion, fielding/run scoring games, penalty system

Curriculum Development Overview
Unit Planning for 8th Grade Physical Education

Unit Title	Creative Movement		Length of Unit	6 weeks
Focusing Lens(es)	Movement Patterns	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.8-S.1-GLE.1 PE09-GR.8-S.1-GLE.2 PE09-GR.8-S.2-GLE.1 PE09-GR.8-S.2-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What are activities and sports in which balance and body rotation are integral for success? (PE09-GR.8-S.1-GLE.1-EO.a,b; IQ.2; RA.1; N.1) • Which sport would be easiest or hardest to integrate into a movement routine, and why? (PE09-GR.8-S.1-GLE.1-EO.a; IQ.1; RA.1; N.2) • Under which conditions could the transfer of skills be detrimental? (PE09-GR.8-S.1-GLE.1-EO.f; IQ.3; RA.3; N.1) 			
Unit Strands	Movement Competence and Understanding in Physical Education Physical and Personal wellness			
Concepts	Creativity, Application, Reflection, Improvement			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Application of sequencing and rhythm enhances creative movement demonstrations. (PE09-GR.8-S.1-GLE.1-EO.a,b; IQ.2; RA.1; N.1)	What sequencing strategies can be used to create a dance or routine?	How do you demonstrate cohesive movement patterns? How can body type such as a gymnast's small body affect success in certain sports?
Reflection on performance increases understanding of personal goals and strategies for self-improvement. (PE09-GR.8-S.1-GLE.1-EO.a; IQ.1; RA.1; N.2)	What are some different technology resources to implement reflection?	How would technology benefit your success in this task?
Ongoing reflection on personal fitness planning results in a continuous cycle of planning and fitness improvement. (PE09-GR.8-S.1-GLE.1-EO.f; IQ.3; RA.3; N.1)	How does your physical fitness compare to peers from other countries around the world?	How can individuals who do not meet ideal standards for body weight be fit?

Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Demonstrate how movement skills learned in one physical activity can be transferred to another. (PE09-GR.8-S.1-GLE.1-EO.f) • Use a variety of motor skill patterns to create a gymnastics or dance routine. (PE09-GR.8-S.1-GLE.1-EO.a)

Curriculum Development Overview
Unit Planning for 8th Grade Physical Education

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Knowing and understanding concepts of movement makes it possible to transfer skills to a variety of movement patterns and develop routines.</i></p>
<p>Academic Vocabulary:</p>	<p>Integrate, create, develop, refine, describe, demonstrate, characteristics</p>
<p>Technical Vocabulary:</p>	<p>routine, rotational, balancing, supporting, movement activity, self-generated, self-selected, motor skill patterns</p>