You've got brains in your heads,
you've got feet in your shoes,
you can steer yourself
any direction you choose.
~ Dr. Seuss
# PE Curriculum Guide School Year 2018-19

**Grade Level:** 8th  
**Team Building**

### Essential Knowledge and Skills (from SOL)

**August**

<table>
<thead>
<tr>
<th>Essential Knowledge and Skills (from SOL)</th>
<th>Assessment Plan</th>
<th>Key Resources/ Strategies/Activities</th>
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<tbody>
<tr>
<td><strong>8.2a, 8.3a, 8.5a, b, c</strong></td>
<td>Alternative Assessment Rubric</td>
<td><strong>Activities</strong></td>
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<tr>
<td><strong>Movement</strong></td>
<td>Cooperation Assessment Sheet</td>
<td>- Critter River</td>
</tr>
<tr>
<td>+ <strong>success</strong> with this standard, students expected to:**</td>
<td>Rubric to used for cooperation and participation in various activities.</td>
<td>- Planks</td>
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<td>- <strong>ed Movement</strong></td>
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<td>- Ball Pass w/PVC (Don’t Loose Your M</td>
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<td>- <strong>nstrate</strong>, without cue, critical movement elements in</td>
<td>• Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards.</td>
<td>- Frisbee Transport</td>
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<td>- Minefield</td>
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<td><strong>Key Resources</strong></td>
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<td>appropriate changes in performance based on</td>
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<td>- A to Z Teacher Stuff</td>
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<td>feedback from peers or teachers.</td>
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<td><a href="http://www.lessonplanz.com/Lesson_Plan/Physical_Education/index.html">http://www.lessonplanz.com/Lesson_Plan/Physical_Education/index.html</a></td>
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<td>- Ed Helper</td>
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<td><a href="http://www.edhelper.com/cat227.htm">http://www.edhelper.com/cat227.htm</a></td>
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<td>a good source of information on the integration of physical education with academic subjects.</td>
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<td>- Game Central Station</td>
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<td><strong>Pe Checkup Assessment</strong></td>
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</table>

- **Movement Prin**
- **c** five principles of motor learning (transfer of learning, understanding of knowledge of results, whole/part/whole); **y** zyce, or application of the three levers, the le to apply all concepts previously learned. **nstrate** application of the three levers, nine when impacting an object, force can be sed by: **thening** the striking element; and
Understand and apply critical elements to skill performance. Identify and apply characteristics of highly skilled performance to improve skill movement.

**Responsible Behaviors**
- Follow the guidelines and rules of various activities and accept constructive feedback from teachers and peers.
- Provide information in an appropriate manner designed to improve individual or group performance.
- Accept different points of view and understand that there is more than one way to solve or cope with challenges inherent to physical activity.

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**Grade Level: 8th - Outdoor Team Activities: Football, Soccer, Field Hockey, Lacrosse, Kickball, Diamond Games**

### Essential Knowledge and Skills (from SOL)

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| ● Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards. | **Activities**  
Manipulative Skills (catching/throwing)  
- Football  
- Ultimate Football  
- Ominikin Football  
- Capture the Football  
- Flag Football  
- **Rocketball**  
**Soccer**  
- Sideline Soccer |
| ● Exit Slips – to be completed by students before leaving class. Students will have the opportunity to ask questions concerning information they are confused on. This will also offer an opportunity for students to comment on likes/dislikes from the unit. | |

To be successful with this standard, students are expected to:

**Skilled Movement**
- Demonstrate, without cue, critical movement elements in a variety of modified small group, rhythmic and dance activities, and recreational pursuits.
- Adjust speed (fast/slow), force (strong/light), flow (bound/free) of the body or an implement according to the changing requirements of a game/sport, rhythmic, dance, or gymnastics routine; or tional pursuit.
the elements of spatial awareness to correct and dictate performance of movement skills in dictable physical activity situations (judging the from which an object is approaching and adjusting dy or implement accordingly).

incorporate skills competently to participate in more ecom movement settings (games, gymnastics or dances).

appropriately when learning new skills (whole-/hole learning, transfer of ng feedback).

analyze, and correct errors in movement skill mance.

appropriate changes in performance based on th from peers or teacher.

an a practice plan to improve skill performance in sports, rhythmic and dance activities, and/or tional pursuits.

strategize regular participation in games, sports, rhythmic activities, and/or outdoor recreational ts, both at and outside school, based on individual s, abilities, and assessed fitness needs to develop e interests and pursuits.

**Movement Principles and Concepts**

strategize competence in sport, dance and recreational performance:

ress to more complex movement forms (specific to d sport, dance, or recreational skill);

onstrate specific skill sequence with smooth ation;

y principles of motor learning (transfer of learning, cknowledge of results, whole/part/whole);

yze skill sequence for improvement; and

ress to more complex game situations.

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ty and apply the following basic movement pts and scientific principles:

spin;

tory;

and;

ts of various levers;

ts of weight transference; and

er of force to an object.

ove movement performance using ball spin and

- Individual written quiz/test with the definitions
- Guided discovery – lead students to a predetermined goal using a series of questions in which they have to physically explore possible answers.

**Cue Checklist Sheet**

**PE Checkup Assessment**

**Punting Peer Evaluation (Football)**

**Venn Diagram: Softball vs. Baseball**

**Key Resources**

- Centers for Disease Control and Prevention
  [www.cdc.gov/safeusa/index.htm](http://www.cdc.gov/safeusa/index.htm)
- The Fitness Jumpsite
  [www.primusweb.com/fitnesspartner/](http://www.primusweb.com/fitnesspartner/)
- Wellness for Kids
  [www.escambia.k12.fl.us/adminoff/Phys_Ed/](http://www.escambia.k12.fl.us/adminoff/Phys_Ed/)
- American Heart Association
  [www.americanheart.org](http://www.americanheart.org)
- PBS Teacher Source
  [www.pbs.org/teachersource/](http://www.pbs.org/teachersource/)
- PELINKS4U
  [www.pelinks4u.org](http://www.pelinks4u.org)
- Kids Health
  [www.kidshealth.org](http://www.kidshealth.org)
- AAHPERD Physical Best Program
  [www.aahperd.org/Physical_Best/template.cfm](http://www.aahperd.org/Physical_Best/template.cfm)
- Fitnessgram®
  [www.cooperinst.org/ftgmain.as](http://www.cooperinst.org/ftgmain.as)
- Centers For Disease Control and Prevention
  [www.cdc.gov](http://www.cdc.gov)
- Physical Education Lesson Plans and Activities
  [www.sports-media.org/](http://www.sports-media.org/)
- PE Central
  [www.pe.central.vt.edu](http://www.pe.central.vt.edu)
- Kids Running.Com
  [www.kidsrunning.com](http://www.kidsrunning.com)
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ument skill:
i results when force is applied away from an
’ center of gravity.
object will spin in the direction the force is
d.
ound angle and the elasticity of the object will alter
in of the object.
ill will rebound at an angle equal to that at which it
; a surface unless the rebound is altered by the
ity of the ball, the firmness of the surface, or spin.
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participate in physical activity inside and outside of
on a regular basis.
ze and evaluate personal behaviors that support/do
port a healthy lifestyle.
unscheduled times.
Grade Level: 8th - Indoor Recreational/Team Games: Tennis, Bowling, Badminton, Volleyball, Floor Hockey, Archery, Ping Pong (regular/Chinese), Tug-A-War, Speed Stacking, 4 Square

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<td>Manipulative Skills (throwing/catching/sl)</td>
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<tr>
<td><strong>Skill Movement</strong></td>
<td>• Guided discovery – lead students to a predetermined goal using a series of questions in which they have to physically explore possible answers.</td>
<td>• Basketball (Rotation)</td>
</tr>
<tr>
<td><strong>nstrate</strong>, without cue, critical movement elements in any of modified small group games, rhythmic and activities, and recreational pursuits.</td>
<td>• Team Basketball Challenge Assessment</td>
<td>• Knock Out</td>
</tr>
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<td><strong>speed (fast/slow), force (strong/light), flow (bound/free) of the body or an implement according to changing requirements of a game/sport; rhythmic, or gymnastics routine; or recreational pursuit.</strong></td>
<td>Alternative Assessment Rubric</td>
<td>• Dribble Eliminator</td>
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<td>Basketball Assessment Rubric</td>
<td>• HORSE</td>
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<tr>
<td>• Practice appropriately when learning new skills (whole-</td>
<td>• Team Basketball Challenge Assessment</td>
<td>• King of the Court</td>
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<tr>
<td>• analyze, and correct errors in movement skill mance.</td>
<td>• Individual written quiz/test with the</td>
<td>• Hot Shot Blitz</td>
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<td>appropriate changes in performance based on ack from peers or teacher.</td>
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<td>• Basketball Station Team Challenge</td>
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<td>Racquet Sports</td>
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<td><strong>nstrate</strong> competence in sport, dance and recreational</td>
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<td>• Tennis</td>
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<tr>
<td><strong>Manipulative Skills and Concepts</strong></td>
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<td>• Throw and Catch Tennis</td>
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<td><strong>✓</strong></td>
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<td>• Service Anyone?</td>
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<td><strong>✓</strong></td>
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<td>Badminton</td>
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<td>Badminton Golf</td>
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<td>Pickle Ball</td>
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<td>Ping Pong</td>
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<td>• Whiffle Ball</td>
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<td>• Sacket</td>
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<td>• Softball</td>
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<td>• Moonball</td>
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<td>Manipulative Skills (hitting/striking)</td>
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<td>• Nok-Hockey</td>
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<td>• Volleyball</td>
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<td>• 4 Square Volleyball</td>
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| Activities |
|------------|----------------|
| Assessment Plan | Key Resources/ Strategies/Activities |
| **Racquet Sports** | Activities |
| • Basketball (Rotation) | • Knock Out |
| • Dribble Eliminator | • 3 on 3 |
| • HORSE | • King of the Court |
| • Hot Shot Blitz | • Basketball Station Team Challenge |
| **Racquet Sports** | | Racquet Sports |
| • Tennis | • Throw and Catch Tennis |
| • Service Anyone? | • Service Anyone? |
| • Badminton | • Badminton Golf |
| • Pickle Ball | • Pickle Ball |
| • Ping Pong | • Ping Pong |
| • Racquetball | • Racquetball |
| **Racquet Sports** | | Diamond Games |
| • Kickball | • Kickball |
| • Mat Ball | • Mat Ball |
| • Crazy Kickball | • Crazy Kickball |
| • Basket Kickball | • Basket Kickball |
| • Whiffle Ball | • Whiffle Ball |
| • Sacket | • Sacket |
| • Softball | • Softball |
| • Moonball | • Moonball |
| **Manipulative Skills (hitting/striking)** | | Manipulative Skills (hitting/striking) |
| • Nok-Hockey | • Nok-Hockey |
| • Volleyball | • Volleyball |
| • 4 Square Volleyball | • 4 Square Volleyball |
- Progress to more complex movement forms (specific to selected sport, dance, or recreational skill);
- Demonstrate specific skill sequence with smooth integration;
- Apply principles of motor learning (transfer of learning, feedback and knowledge of results, whole/part/whole);
- Analyze skill sequence for improvement; and
- Progress to more complex game situations.

Be able to apply all concepts previously learned

Identify and apply the following basic movement concepts and scientific principles:
- Ball spin;
- Trajectory;
- Rebound;
- Effects of various levers;
- Effects of weight transference; and
- Transfer of force to an object.

Analyze movement performance using ball spin and rebound principles in order to learn or improve a movement skill:
- Spin results when force is applied away from an object’s center of gravity.
- The object will spin in the direction the force is applied.
- Rebound angle and the elasticity of the object will alter the spin of the object.
- A ball will rebound at an angle equal to that at which it strikes a surface unless the rebound is altered by the elasticity of the ball, the firmness of the surface, or spin.

Demonstrate application of the three levers.

Determine when impacting an object, force can be increased by:
- Lengthening the striking element; and
- Strengthening the muscle (force arm) at the time of impact.

Understand and apply critical elements to skill performance.

Identify and apply characteristics of highly-skilled performance to improve skill movement.

Analyze skill patterns:
- Analyze others respectfully;

Cue Checklist Sheet
PE Check Up Assessment

**- Blind Man’s Volleyball**
- Floor Hockey
  - 4 Square
  - Team Handball
  - Striker

**Scooter Activities**
- Scooter Relays
- Scooter Cageball
- Scooter Basketball
- Scooter Hockey

**Manipulative Skills (throwing/rolling)**
- Eliminator
- Queen Ball
- Birmingham Jail
- Wizard
- Basket Dodge
- Handball
- Pin Dodge
- Horseshoes
- Corn Hole
- Bowling

**Omnikin Ball Activities**
- Temple of Doom
- Freeze Tag
- Wrestling
- Archery
- Tug -A-War / Tire Tug-A-War
- Speed Stacking

**Key Resources**
- Centers for Disease Control and Prevention Safe USA
  [www.cdc.gov/safeusa/index.htm](http://www.cdc.gov/safeusa/index.htm)
- The Fitness Jumpsite
  [www.primusweb.com/fitnesspartner/](http://www.primusweb.com/fitnesspartner/)
- Wellness for Kids
  [www.escambia.k12.fl.us/adminoff/Phys_Ed/](http://www.escambia.k12.fl.us/adminoff/Phys_Ed/)
- American Heart Association
to incorporate available technology for analysis and improvement; and
guide their own practice and learning.

**Responsible Behaviors**

- Follow the guidelines and rules of various activities and constructive feedback from teachers and peers.
- Provide information in an appropriate manner designed to move individual or group performance.
- Different points of view and understand that there is no one way to solve or cope with challenges.

**Physically Active Lifestyle**

- Demonstrate knowledge of physical activity benefits.
- Participate in physical activity inside and outside of school on a regular basis.
- Define unscheduled times.
- Students design an aerobic workout with partners to demonstrate activities that have been learned throughout the unit.

### Grade Level: 8th - Rhythmic Activities

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<tr>
<td>Successful with this standard, students are expected to:</td>
<td>Research the history of a sport or dance that has been incorporated into the American culture.</td>
<td><strong>Activities</strong></td>
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<tr>
<td>Skilled Movement</td>
<td>Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards</td>
<td>- Dance</td>
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<td>● C’motion (Dance Revolution)</td>
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<td>● Create A Dance</td>
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<td>● Modern Dance (You Tube)</td>
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<td>- Aerobics</td>
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<td>- Tabata workouts</td>
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<td>- Fitness Videos</td>
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<td>o YOGA</td>
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<td><strong>Key Resources</strong></td>
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<td>- Centers for Disease Control and Prevention</td>
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</table>
complex movement settings (games, gymnastics or dance
routines).
appropriate changes in performance based on
feedback from peers or teacher.

Practice appropriately when learning new skills (whole-
part learning, transfer of learning, feedback).

Detect, analyze, and correct errors in movement skill
mance.

Design a practice plan to improve skill performance in
s/sports, rhythmic and dance activities, and/or
recreational pursuits.

Demonstrate regular participation in games, sports,
rhythmic activities, and/or outdoor recreational
pursuits, both at and outside school, based on individual
interests, abilities, and assessed fitness needs to develop
lifetime interests and pursuits.

**Movement Principles and Concepts**
- Competence in sport, dance and recreational
  performance:
  - Progress to more complex movement forms (specific to
    sport, dance, or recreational skill);
  - Progress to more complex game situations.

- Apply all concepts previously learned.
- Application of the three levers.

- Critical elements to skill mance.
  - Analyze others respectfully;
  - Incorporate available technology for analysis and
    improvement;
  - Guide own practice and learning.

**Personal Fitness**
- A variety of resources in the

- The Fitness Jumpsite
  - Wellness for Kids
  - American Heart Association
  - PBS Teacher Source
  - PELINKS4U
  - Kids Health
  - AAHPERD Physical Best Program
  - Centers For Disease Control and Prevention
  - Physical Education Lesson Plans and Activities
  - PE Central
  - Kids Running.Com
  - Kids Running.com
mentation of their personal fitness. These resources could include equipment, technology, fitness internet sites, health screening equipment (such as pulse monitors, scales, sphygmomanometer, calipers, etc.) and assessment devices.

**Responsible Behaviors**
- Follow the guidelines and rules of various activities and accept constructive feedback from teachers and peers.
- Provide information in an appropriate manner designed to improve individual or group performance.
- Accept different points of view and understand that there is more than one way to solve or cope with challenges.

**Physically Active Lifestyle**
- Demonstrate knowledge of physical activity benefits.
- Participate in physical activity inside and outside of school on a regular basis.
- Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle.
- Define unscheduled times.

**Grade Level: 8th**

- **Outdoor Recreational Activities**

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| **Successful with this standard, students expected to:** | ● Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards.  
● Exit Slips – to be completed by students before leaving class. Students will have the opportunity to ask questions concerning information they are confused on. This will also offer an opportunity for students to comment on likes/dislikes from the unit. | **Activities**  
Manipulative Skills (throwing)  
● **Corn Hole**  
● **Ladder Ball**  
● **Kan Jam**  
● **Frisbee Golf**  
● **Lawn Darts**  
● **Bocce Ball**  
● **Croquet**  
- **Golf**  
- **Jump Ropes** |
**Movement Principles and Concepts**

Be able to apply all concepts previously learned. Identify and apply the following basic movement concepts and scientific principles:
- ball spin;
- trajectory;
- rebound;
- effects of various levers;
- effects of weight transference; and
- transfer of force to an object.

Understand and apply critical elements to skill performance.

Identify and apply characteristics of highly-skilled performance to improve skill movement.

Analyze skill patterns:
- analyze others respectfully;
- incorporate available technology for analysis and improvement; and
- guide own practice and learning.

**Responsible Behaviors**

- Guided discovery- lead students to a predetermined goal using a series of questions in which they have to physically explore possible answers.

<table>
<thead>
<tr>
<th>PE Check Up Assessment</th>
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**Key Resources**

- Centers for Disease Control and Prevention
  [www.cdc.gov/safeusa/index.htm](http://www.cdc.gov/safeusa/index.htm)
- The Fitness Jumpsite
  [www.primusweb.com/fitnesspartner/](http://www.primusweb.com/fitnesspartner/)
- Wellness for Kids
  [www.escambia.k12.fl.us/adminoff/Phys_Ed/](http://www.escambia.k12.fl.us/adminoff/Phys_Ed/)
- American Heart Association
  [www.americanheart.org](http://www.americanheart.org)
- PBS Teacher Source
  [www.pbs.org/teachersource/](http://www.pbs.org/teachersource/)
- PELINKS4U
  [www.pelinks4u.org](http://www.pelinks4u.org)
- Kids Health
  [www.kidshealth.org](http://www.kidshealth.org)
- AAHPERD Physical Best Program
  [www.aaahperd.org/Physical_Best/template.cfm](http://www.aaahperd.org/Physical_Best/template.cfm)
- Fitnessgram®
  [www.cooperinst.org/ftgmain.as](http://www.cooperinst.org/ftgmain.as)
- Centers For Disease Control and Prevention
  [www.cdc.gov](http://www.cdc.gov)
- Physical Education Lesson Plans and Activities
  [www.sports-media.org/](http://www.sports-media.org/)
- PE Central
  [www.pe.central.vt.edu](http://www.pe.central.vt.edu)
- Kids Running.Com
  [www.kidsrunning.com](http://www.kidsrunning.com)
- Fitness Walking w/ pedometers
- Orienteering
Follow the guidelines and rules of various activities and accept constructive feedback from teachers and peers. Provide information in an appropriate manner designed to improve individual or group performance.

**Active Lifestyle**
- Knowledge of physical activity benefits.
- Participation in physical activity inside and outside of school on a regular basis.
- Analyze and evaluate personal behaviors that support do not support a healthy lifestyle.

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**Grade Level: 8th - Fitness / Conditioning**

<table>
<thead>
<tr>
<th>Essential Knowledge and Skills (from SOL)</th>
<th>Assessment Plan</th>
<th>Key Resources/ Strategies/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Movement Principles and Concepts</strong></td>
<td>● Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards.</td>
<td><strong>Activities</strong></td>
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<td>● Improvements made on Fitnessgram scores</td>
<td>- Mile</td>
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<td>● Pedometer Activity Level Sheet</td>
<td>- PACER</td>
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<td></td>
<td>● FITT Principle</td>
<td>- Pushups</td>
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<td></td>
<td>Heart Rate Predictions Worksheet</td>
<td>- Curl-ups</td>
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<td></td>
<td>PE Daily Activity Level Worksheet</td>
<td>- Sit and Reach</td>
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<td>● A reflective journal to be given to the students so they can reflect on the importance of fitness assessments and why they are important.</td>
<td>- Trunk Lift</td>
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<td>- Run/Walking</td>
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<td>- Lifetime Fitness Skills</td>
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</tbody>
</table>
 incorporate available technology for analysis and improvement; and guide own practice and learning.

**Personal Fitness**

Complete a self-assessment of health-related fitness, develop a plan for a personal fitness program including goals, strategies, and activities. Analyze factors that can affect personal fitness such as body composition, nutritional choices, genetic background, family history, and level of activity. The student should analyze the effect these factors might have on the personal fitness plan.

**Responsible Behaviors**

Follow the guidelines and rules of various activities and accept constructive feedback from teachers and peers. Provide information in an appropriate manner designed to improve individual or group performance. Accept different points of view and understand that there is more than one way to solve or cope with challenges inherent to physical activity.

**Physically Active Lifestyle**

Demonstrate knowledge of physical activity benefits. Participate in physical activity inside and outside of school on a regular basis. Analyze and evaluate personal behaviors that support/develop a healthy lifestyle.

**Key Resources**

- **Fitness Stations**
- **Circuit Training**
- **Relays**
- **High Rollers**
- **Dizzy Dominos**
- **Jump Rope**
- **Jump and Jog Fitness**
- **Tag Games /Activities**
  - Speed Walk Tag
  - Ball Toss Tag
  - Back Tag
  - Exercise Tag
  - Duck, Duck, Goose
  - Rabbit
  - Sharks and Minnows
  - 4 Corners with Spinner
- **Fitness on the Double**
- **My Fitness Gram Goals Worksheet** – allows students the opportunity to write their goals for fitness gram testing
- **Components of Fitness Worksheet** to be used to check understanding of Fitness Gram Testing and areas for improvement.
- **Flexibility Assessment Worksheet** to be completed by the students.

**PE On the Sidelines – Those not participating**

- **Fitness Stations**
- **Circuit Training**
- **Relays**
- **High Rollers**
- **Dizzy Dominos**
- **Jump Rope**
- **Jump and Jog Fitness**
- **Tag Games /Activities**
  - Speed Walk Tag
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  - Exercise Tag
  - Duck, Duck, Goose
  - Rabbit
  - Sharks and Minnows
  - 4 Corners with Spinner
- **Fitness on the Double**
- **Key Resources**
  - **PE Central**
    - [www.pe.central.vt.edu](http://www.pe.central.vt.edu)
  - **PBS Teacher Source**
    - [www.pbs.org/teachersource/](http://www.pbs.org/teachersource/)
  - **PELINKS4U**
    - [www.pelinks4u.org](http://www.pelinks4u.org)
  - **Kids Health**
    - [www.kidshealth.org](http://www.kidshealth.org)
  - **AAHPERD Physical Best Program**
    - [www.aahperd.org/Physical_Best/template.cfm](http://www.aahperd.org/Physical_Best/template.cfm)
  - **Fitnessgram®**
    - [www.cooperinst.org/ftgmain.as](http://www.cooperinst.org/ftgmain.as)
  - **Centers For Disease Control and Prevention**
    - [www.cdc.gov](http://www.cdc.gov)
  - **Physical Education Lesson Plans and Activities**
    - [www.sports-media.org/](http://www.sports-media.org/)