

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (Physical Education) – 8th Grade

Health and Fitness	
<p><u>UNITS</u> Sample of units that can be included under teaching invasion games.</p>	<p>fitness testing, fitness challenges, ongoing throughout the school year, fitness walking</p>
<p><u>Big Ideas</u> What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Physical fitness is essential to a lifetime of health and wellness. Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status. Engaging in a variety of physical activity provides opportunities for enjoyment, social interaction, challenge and/or self expression.</p>
<p><u>Essential Questions</u> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 3 What does it mean to be physically fit? What are the components of fitness? What is the FITT principle and how can it be used to improve fitness? What role does nutrition play in physical activity?</p> <p>Standard 4 How can I safely engage in physical activity?</p> <p>Standard 5 How can I incorporate physical activity into my daily lifestyle? What are the benefits of physical activity? What ways can I use physical activities throughout my life?</p>
<p><u>Power Standards</u> Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p><u>Supporting Standards</u></p>	<p>8.3.PA1. Evaluate the physical, social and mental/emotional benefits of being physically active.</p>

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<p>Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>8.3.PA2. Use available technology to self-monitor physical activity and adjust activities based on current fitness level. 8.3.PF1. Apply the FITT principle to prepare a personal workout based on current fitness goals. 8.3.N1. Describe the relationship between poor nutrition and health risk factors. 8.3.SM1. Explain how physical activity helps with stress reduction. 8.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities. 8.5.H1. Evaluate how personal physical, emotional/mental and social benefits gained from regular participation in physical activities support the goals of a healthy lifestyle. 8.5.C1. Develop a plan of action when faced with individual challenges during physical activities that will contribute to a healthy lifestyle. 8.5.S11. Demonstrate respect for self and others by asking for help and/or helping others in various activities.</p>
<p>Learning Targets What do you want your students to be able to do.</p>	<p>I can describe the importance of a warm up and cool down. I can demonstrate fitness activities by following rules and perform safely. I can work cooperatively with others when designing and demonstrating fitness activities. I can describe how nutrition influences fitness. I can assess fitness assessment and determine what areas I need to improve. I can create a goal using the FITT principle to help improve my fitness levels.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>health related fitness, target heart rate, FITT principle, nutrition, fitness, warm up, cool down, aerobic, anaerobic, static stretching, dynamic stretching, skill-related fitness</p>
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Social Studies Math Science Language Arts</p>
<p>Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Teacher observation • Teacher checklist • Teacher/student discussion •Self assessment •Peer assessment</p>
<p>Instructional Strategies/Resources</p>	<p>direct instruction, modeling, differentiation Dynamic Physical Education https://www.dynamicpeasap.com/ OpenPhysEd: https://www.openphysed.org SPARK: https://www.sparkfamily.org</p>

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PE Central: <https://www.pecentral.org>

SHAPE America: <https://www.shapeamerican.org/>

****Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.**