

Effective Date: 2011-2012

## Hamburg Area School District

**Name of Course: Middle School Physical Education**  
**Department: Physical Education**

**Grade Level: 8**  
**Instructional Time: ½ year**  
**Length of Course: full year**  
**Periods Per Cycle: 3**  
**Length of Period: 55 minutes**

**Texts and Resources: Internet, Best New Games by Dale N. LeFevre,**  
**More Innovative Games by Brenda Lichtman,**  
**P.E. Teachers Skill By Skill Activities Program**  
**by L.F. Bud Turner and Susan Turner,**  
**Coeducational Recreational Games by John Byl**  
**Educational Gymnastics by Ruth Morison**  
**P.I.A.A. Sports rules books**

**Assessments: presidential fitness**  
**testing, strength testing,**  
**Coordination testing, speed**  
**testing, agility testing,**  
**subjective evaluation of**  
**Performance, endurance**  
**testing, merit grade**

**Hamburg Area School District  
Course Plan  
(Physical Education)**

**Course Name: Physical Education (Grade 8)**

**Unit: Games**

**Time Line:** 18 Classes

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
<p>What factors affect throwing accuracy? How does one develop quickness and agility?</p> <p>Rescue in the end zone, flicker ball, speedball, scooter basketball, team dodge ball, kickball mania, spider ball, scooter soccer, pin guard.</p>	<p>Students will participate in various forms of dodge ball games using throwing skills to attempt to hit moving and stationary targets.</p> <p>Students will move and avoid being hit by dodge balls. Velocity and arm control will be discussed. Students will recognize the difference between quickness, agility, and speed.</p>	<p>10.4.6A, 10.4.6D, 10 .5.6C</p>
<p>What strategies are necessary to improve the odds of catching a thrown object?</p>	<p>Students will participate in the game of rescue in the end zone and identify ways of making all students successful. The element of time will be factored in to help focus on improvement of concentration and skill.</p>	<p>10.4.6E, 10.4.6F,10.5.6B, 10.5.6C, 10.5.6E</p>
<p>How can teamwork affect the outcome of a game?</p>	<p>Students will play four square beach volleyball, and identify necessary components for their team to be successful. Space awareness will be discussed?</p>	<p>10.4.6F,10.5.6F</p>
<p>How can modifications to team sports change the success level for less talented students?</p>	<p>Students will propel themselves on scooters while playing scooter soccer and scooter basketball games. Addition of fun components to normal games or activities will be incorporated to motivate students.</p>	<p>10.4.6A,10.5.6B, 10.5.6D</p>

**Hamburg Area School District  
Course Plan  
(Physical Education)**

**Course Name: Physical Education (Grade 8)**

**Unit: Team Sports**

**Time Line: 27 Classes**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
<p>What affects success in team sports?</p> <p>What is team work and why is it important in a game situation?</p> <p>Soccer, basketball, wiffle ball, pillo polo, floor hockey, spider ball, volleyball, football.</p>	<p>Students will identify factors that affect success in team sports.</p> <p>Students will be able to repeat basic rules of team sports such as basketball, football, hockey, soccer, and pillo polo. More advanced aspects of the sports will be introduced. These will include give and go, pick and roll, hit and run, zone defense, spike technique.</p>	<p>10.4.6F, 10.5.6F</p>
<p>Why is sportsmanship important and how does a person display good sportsmanship and character?</p>	<p>Students will identify ways of showing proper sportsmanship in both winning and losing situations. Review of proper ways of handling winning and losing. Discussion of how to handle poor officiating. Consequences for poor sportsmanship and how it affects the team will be discussed.</p> <p>Students will give examples of positive and negative character.</p>	<p>10.4.6D, 10.4.6F</p>

**Hamburg Area School District  
Course Plan  
(Physical Education)**

**Course Name: Physical Education (Grade 8)**

**Unit: Personal Fitness**

**Time Line: 21 Classes**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
<p>Why is exercise important?            What physical benefits does exercise provide?            What social benefits does exercise provide?</p> <p>Fitness walking, mile run, fitness assessment, indoor fitness unit, fitness challenge stations, President's Challenge, weight training, pilates.</p>	<p>Students will participate in different modes of personal fitness and identify what specific areas are being developed. Students will be able to list physical and social benefits that exercise provides. Students will be asked to develop an exercise routine that they could use for preparation to participate in a sport or for improvement of overall health.</p>	<p>10.4.6A, 10.4.6B, 10.5.6D</p>
<p>How does strength improve performance in team sports?             Why is flexibility important in athletics?</p>	<p>Students will perform basic weight training lifts to help improve strength.            Students will do daily flexibility exercises to help improve flexibility.            Students will develop a workout they could use for improving strength for a specific sport or general health improvement.</p>	<p>10.4.6A, 10.4.6B, 10.5.6B, 10.5.6D, 10.5.6E</p>
<p>What is the difference between aerobic activities and anaerobic activities?            What are the five areas of fitness that the Presidential Fitness Tests measure?</p>	<p>Students will complete the Presidential Fitness testing program. Students will assess their performance compared to previous years.</p>	<p>10.4.6A, 10.4.6C, 10.5.6D</p>
<p>How can a person improve their fitness level?</p>	<p>Students will identify ways to improve personal fitness including weight training, participation in structured exercise programs, and participation in sports.</p>	<p>10.4.6B, 10.4.6E, 10.5.6C</p>

**Hamburg Area School District  
Course Plan  
(Physical Education)**

**Course Name: Physical Education (Grade 8)**  
**Unit: Lifetime Sports and Activities**

**Time Line:** 10 Classes

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
<p>What are lifetime sports and what roll do they play in peoples' lives?</p> <p>Frisbee golf, bowling, recreational games, long jump rope activities, dance, cup stacking, badminton, ping pong.</p>	<p>Students will list examples of lifetime sports. Students will participate in different lifetime sports. Students will list the benefits of lifetime sports.</p>	<p>10.4.6B10.5.6D</p>
<p>What influences people to become involved in lifetime sports?</p>	<p>Students will identify factors such as previous experience, family influence, and peer involvement as reasons for participating, in lifetime sports. Students will be asked to try to involve their parents or other family members in a lifetime sport.</p>	<p>10.4.6D, 10.4.6E</p>

**Hamburg Area School District  
Course Plan  
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**Course Name: Physical Education (Grade 8)**  
**Unit: Individual Sports and Dance**

**Time Line:** 8 Classes

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
<p>What influences people to become interested in individual sports?</p> <p>Indoor games, weight training, bowling, HAMS ball, tennis, outdoor games, spider ball, gymnastics, Zumba, and modern dance.</p>	<p>Students will learn the basic rules in a number of different activities including bowling, HAMS ball, tennis, spider ball, gymnastics, weight training, indoor games and outdoor games. Students will be given information on tracking success such as record keeping and how to set up different types of tournaments. Students will participate in modern dance and Zumba.</p>	<p>10.4.6F, 10.5.6B</p>

**Hamburg Area School District  
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**Course Name: Physical Education (Grade 8)**  
**Unit: Cooperative Activities**

**Time Line: 2 classes**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What is the importance of being able to develop different solutions to a common problem? Minute to win it.	Students will complete various challenges in a specified amount of time. Students will develop team building skills necessary to complete the various challenges.	10.4.6F, 10.5.6B, 10.5.6F