



Diocese of Greensburg Curriculum

Physical Education Grade 8

Unit	Standards	Content	Skills
<p>Physical Fitness</p>	<p>PA: Health, Safety & Physical Education (2002) PA: Grade 9</p> <hr/> <p>10.4 Physical Activity Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management</p> <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse</p> <p>D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence</p> <p>10.5 Movement Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p>	<p>Physical Fitness - Aerobic and anaerobic exercises</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate and perform the curl up test (this test measures their abdominal strength) • Demonstrate and perform the push up test (this test measures their upper body strength) • Demonstrate and perform the trunk lift test, shoulder stretch test ,and the sit and reach test (these tests measures their flexibility) • Take their pulse after each activities and record it • Perform the shuttle run test (this test measures their agility (quickness) • Perform exercises using hand weights, resistant bands, and exercise balls • Identify which exercises strengthen which muscles • Participate in the 1 mile run test (this measures their aerobic capacity and endurance)

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	<p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)</p> <p>C. Identify and apply practice strategies for skill improvement.</p> <p>D. Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set</p> <p>E. Analyze and apply scientific and biomechanical principles to complex movements. • centripetal/centrifugal force • linear motion • rotary motion • friction/resistance • equilibrium • number of moving segments</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Individual Team Sports and Activities</p>	<p>PA: Health, Safety & Physical Education (2002) PA: Grade 9</p> <hr/> <p>10.4 Physical Activity</p> <p>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management</p> <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g.,</p>	<ul style="list-style-type: none"> • Dance (folk, square, ballroom, line) • Badminton • Bowling • Tennis • Juggling • Track and field • Golf • Self-defense • Cup stacking • Skipping rope • Sportsmanship • Game strategies 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate and apply skills needed to participate in sport or activity to prevent injury • Apply basic rules and procedures in various lifetime sport/activity • Apply, demonstrate and explain etiquette of various lifetime sport/activity. • Understand the purpose of participating in lifetime sports/activities is to enhance enjoyment while improving health • Adapt and combine skills to meet the demands of an increasingly complex situation (offensive and defensive strategies.)

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	<p>cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse</p> <p>D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence</p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice</p> <p>10.5 Movement Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p> <p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)</p> <p>C. Identify and apply practice strategies for skill improvement.</p> <p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		<ul style="list-style-type: none"> • Demonstrate and maintain proper body alignment during an activity • Actively participate in games and activities • Demonstrate sportsmanship • Demonstrate an understanding of game strategies
<p>Badminton/Tennis</p>	<p>PA: Health, Safety & Physical Education (2002)</p>	<ul style="list-style-type: none"> • Badminton 	<p>The students will be able to:</p>

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	<p>PA: Grade 9</p> <hr/> <p>10.4 Physical Activity Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management</p> <p>D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence</p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice</p> <p>10.5 Movement Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p> <p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)</p> <p>C. Identify and apply practice strategies for skill improvement.</p>	<ul style="list-style-type: none"> • Tennis 	<ul style="list-style-type: none"> • Research the rules of Badminton • Develop the skills to hit and return the birdie over the net • Demonstrates the skills to play the game of Badminton • Demonstrate the forehand and backhand grip • Demonstrate how to serve • Identify the parts of the racket • Be able to score a match • Display proper sportsmanship while playing a match

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	<p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Bowling</p>	<p>PA: Health, Safety & Physical Education (2002) PA: Grade 9</p> <hr/> <p>10.4 Physical Activity Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence</p> <p>F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure</p> <p>10.5 Movement Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p> <p>C. Identify and apply practice strategies for skill improvement.</p> <p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p>	<ul style="list-style-type: none"> • Bowling • Rules of the Game 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate and apply the skills necessary to participate in bowling • Be able to score the game • Demonstrate proper sportsmanship while playing • Demonstrate the proper grip of the ball

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Track/Field	<p>PA: Health, Safety & Physical Education (2002) PA: Grade 9</p> <hr/> <p>10.4 Physical Activity Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence</p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice</p> <p>F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure</p> <p>10.5 Movement Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p> <p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)</p>	<ul style="list-style-type: none"> • Track and Field Events • Rules and guidelines • Sportsmanship 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Research information about Track and Field • Demonstrate skills (running, jumping, throwing) that are necessary for the different events • Display proper sportsmanship while participating in events • Actively participate in different events

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	<p>C. Identify and apply practice strategies for skill improvement.</p> <p>D. Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set</p> <p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Dance</p>	<p>PA: Health, Safety & Physical Education (2002) PA: Grade 9</p> <hr/> <p>10.4 Physical Activity Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice</p> <p>10.5 Movement Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p>	<p>Dance - Group and cultural</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Participate in various types of dance • Perform different types of dance steps • Demonstrate an understanding of different types of dance and dance steps

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<p>Cooperative Games and Team Sports</p>	<p>PA: Health, Safety & Physical Education (2002) PA: Grade 9</p> <hr/> <p>10.4 Physical Activity Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse</p> <p>D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence</p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice</p> <p>F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure</p> <p>10.5 Movement Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p>	<ul style="list-style-type: none"> • Basketball • Whiffle Ball • Volleyball • Hockey • Kickball • Handball • Lacrosse • Soccer • Flag football • Ultimate Frisbee • Sportsmanship • Game strategies 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate competency in many movement forms and proficiency • Demonstrate striking an object with a long and short implement • Return a ball over a net to an opponent • Design and play small group games that involve cooperating with others to keep an object away from opponents • Throw and catch a variety of objects demonstrating both accuracy and force • Strike a ball with a paddle using forehand and backhand strokes • Accept and respect the decisions made by game official • Demonstrate safety practices while participating in physical activities • Demonstrate hand and foot dribble • Develop hand and foot coordination • Develop hand-eye coordination

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	<p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		<ul style="list-style-type: none"> • Analyze how social interaction occurs in a variety of physical activities • Demonstrate proper sportsmanship while participating in a game or activity • Demonstrate an understanding of game strategies
<p>Basketball</p>	<p>PA: Health, Safety & Physical Education (2002) PA: Grade 9</p> <hr/> <p>10.4 Physical Activity Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice</p> <p>10.5 Movement Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p> <p>C. Identify and apply practice strategies for skill improvement.</p>	<ul style="list-style-type: none"> • Basketball • Game strategies • Rules of the game • Sportsmanship • Offensive and defensive positions 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the rules of basketball • Demonstrate the skills (dribbling, passing, shooting) necessary to play the game • Participate in an organized game of basketball • Demonstrate an understanding of playing both defense and offense • Demonstrate proper sportsmanship while playing • Demonstrate an understanding of game strategies

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<p>Football</p>	<p>PA: Health, Safety & Physical Education (2002) PA: Grade 9</p> <hr/> <p>10.4 Physical Activity Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management</p> <p>10.5 Movement Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed</p> <p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)</p> <p>C. Identify and apply practice strategies for skill improvement.</p>	<ul style="list-style-type: none"> • Football • Flag Football • Sportsmanship • Rules of the game • Game strategies 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Research the history of football • List some offensive and defensive strategies football • Demonstrate the skills to pass and kick the football • Identify the positions and the role of the players on offense and defense • Participate in an organized game of football • Demonstrate appropriate sportsmanship while playing the game • Demonstrate an understanding of game strategies

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	<p>D. Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Soccer</p>	<p>PA: Health, Safety & Physical Education (2002) PA: Grade 9</p> <hr/> <p>10.4 Physical Activity Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management</p> <p>10.5 Movement Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)</p> <p>D. Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set</p> <p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p>	<ul style="list-style-type: none"> • Soccer • Rules of the game • Different positions • Sportsmanship • Games strategies 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate and apply the skills (dribbling, passing, shooting) to participate in the sport • Research the history of the game of soccer • Describe the rules and how the game is played • Explain the difference between offense and defense • Actively participate in playing the game • Display sportsmanship • Demonstrate understanding of different game strategies

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Baseball/Softball	<p>PA: Health, Safety & Physical Education (2002) PA: Grade 9</p> <hr/> <p>10.4 Physical Activity Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management</p> <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse</p> <p>D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence</p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice</p> <p>F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure</p> <p>10.5 Movement Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her</p>	<ul style="list-style-type: none"> • Baseball • Softball • Whiffle Ball • Rules of the game • Sportsmanship • Game strategies 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate and apply skills(throwing, catching, fielding) necessary to participate in the sport • Demonstrate proper grip of the bat • Demonstrate proper motion of swinging of the bat • Demonstrate appropriate sportsmanship while playing • Demonstrate an understanding of the rules of the game • Identify the different positions on the field • Actively participate in playing the game • Demonstrate an understanding of game strategies

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	<p>maximum potential and to acquire the knowledge and skills needed to:</p> <p>C. Identify and apply practice strategies for skill improvement.</p> <p>F. Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Volleyball</p>	<p>PA: Health, Safety & Physical Education (2002) PA: Grade 9</p> <hr/> <p>10.4 Physical Activity Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse</p> <p>D. Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence</p> <p>F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure</p> <p>10.5 Movement Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her</p>	<ul style="list-style-type: none"> • Volleyball • Rules of the game • Sportsmanship • Game strategies 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate and apply skills(Set, Serve, Spike, Block) needed to participate in the sport • Demonstrate an understanding of how to rotate in the game • Demonstrate an understanding of the scoring procedures • Demonstrate appropriate sportsmanship while participating • Practice the skills both individually and with a partner • Actively participate in playing the game • Demonstrate an understanding of game strategies

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