

# **Cambridge Public Schools Physical Education Curriculum 8<sup>th</sup> Grade**

**Cambridge Public Schools  
Physical Education Curriculum  
Grade 8**

### 8<sup>th</sup> Grade Unit Layout

<b>Unit #</b>	<b>Name of Unit</b>	<b>Minimum # of Classes</b>
1	Rules/Expectations	1
2	UMPA: Cooperative Games	6
3	Team Sports	12
4	Creative Movement	4
5	Fitness Healthy Heart/Fit Body	14
6	Individual/Dual Activities	6
7	Field Games: Team Sports 2	12
8	Leisure Games	4

**Cambridge Public Schools  
Physical Education Curriculum  
Grade 8**

**Unit 1:  
Rules/Names/Expectations**

**1 Lesson**

*Concepts: Rules, Respect, Responsibility*

<p style="text-align: center;"><b>NASPE Standard</b></p> <p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. <b>Standard 3</b> Participates regularly in physical activity. <b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness. <b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings. <b>Standard 6:</b> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p style="text-align: center;"><b>MADOE&amp;SE</b></p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>
<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Rules help keep you safe</p> <p>Actions have consequences</p> <p>Cooperating shows that you respect others</p> <p>Words effect performance</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>Why do we have rules?</p> <p>Why do we enforce fair play?</p> <p>How should you treat others?</p> <p>How do you want to be treated?</p> <p>When should I open my mouth?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to: Understand class protocol Follow the class rules/expectations Listen to teacher/s Follow directions Appropriately use instructional supplies Involve others appropriately Understand fair play</p>	

<b>Assessment Plan</b>
Teacher Observation Exit Slips Performance based assessments Written assessments
<b>Learning Plan</b>
<b>Instructional Strategies</b> Modeling Demonstration Individualized and large group instruction Class discussion  <b>Resources</b> Books, journals, periodicals, websites PE Server Instructional supplies  <b>Technology</b> Internet Resources Music Sources

**Cambridge Public Schools  
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Grade 8**

**Unit 2:  
UMPA: Cooperative Games**

**6 Lessons**

***Concepts: Responsibility, Safety, Technique, Cooperation, Exploration, Fundamental Movement***

<b>NASPE Standard</b>	<b>MADDOE&amp;SE</b>
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. <b>Standard 3</b> Participates regularly in physical activity. <b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness. <b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings. <b>Standard 6:</b> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Cooperation is an important life skill.</p> <p>Rules help keep you safe</p> <p>Actions have consequences</p> <p>Cooperating shows that you respect others</p> <p>Words effect performance</p> <p>Recognizing differences helps you learn.</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>Why is cooperation an important life skill?</p> <p>How will working together improve learning?</p> <p>How does communication effect cooperation?</p> <p>What makes a good leader?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to:</p> <p>Participate in a variety of high and low climbing elements.</p> <p>Demonstrate ability to participate safely in all activities.</p> <p>Follow guidelines and rules when climbing.</p> <p>State the importance of safety equipment and climbing protocol</p> <p>Participate in a variety small and large group cooperative and problem solving activities.</p> <p>Model tolerance tactics through group challenges.</p> <p>Describe what it means to be tolerant of others.</p> <p>Summarize the importance of cooperative learning.</p> <p>Demonstrate ability to properly apply and assess climbing equipment</p>	
<p style="text-align: center;"><b>Assessment Plan</b></p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>Instructional Strategies</b></p> <p>Exploration</p>	

Modeling

Demonstration

Guided practice

Individualized and large group instruction

Independent practice

Class discussion

**Resources**

Books, journals, periodicals, websites

Instructional supplies

**Technology**

Internet Resources

Music Sources

**Cambridge Public Schools  
Physical Education Curriculum  
Grade 8**

**Unit 3:  
Team Sports**

**12 Lessons**

*Concepts: Responsibility, Safety, Cooperation, Technique, Exploration, Fundamental Movement*

<b>NASPE Standard</b>	<b>MADDOE&amp;SE</b>
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. <b>Standard 3</b> Participates regularly in physical activity. <b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness. <b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings. <b>Standard 6:</b> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Rules help keep you safe</p> <p>Cooperating shows that you respect others</p> <p>Words effect performance</p> <p>There is more than one way to move</p> <p>Proper practices improves skill</p> <p>Hold yourself accountable for how you treat others and your surroundings</p> <p>Cooperation improves group performance</p> <p>Communication is essential for team work</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>What does it mean to be a team player?</p> <p>Why is cooperation important for team sports?</p> <p>How will working together improve learning?</p> <p>How does communication affect team performance?</p> <p>What makes a good leader?</p> <p>How can you improve skills and performance?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to:</p> <p>Describe the offensive and defensive strategies utilized.</p> <p>Demonstrate ability to participate safely in all team activities.</p> <p>Demonstrate the skill themes evident in a particular team activity.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Follow guidelines and rules when participating.</p> <p>Participate in a variety of team sports and activities.</p> <p>Model tolerance tactics through group team play</p> <p>Describe what it means to be a team player</p> <p>Explain how to improve performance</p> <p>Summarize the importance of cooperation and communication in a team setting.</p>	
<p style="text-align: center;"><b>Assessment Plan</b></p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	

## Learning Plan

### **Instructional Strategies**

Exploration  
Modeling  
Demonstration  
Guided practice  
Individualized and large group instruction  
Independent practice  
Class discussion

### **Resources**

Books, journals, periodicals, websites  
Instructional supplies

### **Technology**

Internet Resources  
Music Sources

**Cambridge Public Schools  
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Grade 8**

**Unit 4:  
Creative Movement**

**4 Lessons**

*Concepts: Responsibility, Safety, Cooperation, Technique, Exploration, Respect, Fundamental Movement*

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<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Cooperation is an important life skill.  Don't be afraid to try something new  There is more than one way to move  Movement is FUN  Words effect performance  Recognizing differences helps you learn.</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>Why am I doing this?  How will encouraging others improve performance?  How can moving be fun?  How can I be different?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to:  Participate in a variety creative movement and rhythmic activities.  Involve others appropriately  Explain and make adjustments in personal movement patterns.  Count the down beats from different music and beat patterns  Create a sequential rhythmic routine individually or within a small group  Model tolerance tactics throughout all rhythmic activities.  Describe what it means to be tolerant of others.  Summarize the importance of cooperative learning.</p>	
<p style="text-align: center;"><b>Assessment Plan</b></p>	
<p>Teacher Observation  PBA  Exit Slips  Skill Checklist  Checking for Understanding  Rubric  Group Discussion/Debrief</p>	
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>Instructional Strategies</b>  Exploration  Modeling  Demonstration  Guided practice  Individualized and large group instruction  Independent practice  Class discussion</p>	

**Resources**

Books, journals, periodicals, websites  
Instructional supplies

**Technology**

Internet Resources  
Music Sources

**Cambridge Public Schools  
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**Unit 5:  
Fitness  
Healthy Heart/Fit Body**

**14 Lessons**

*Concepts: Responsibility, Safety, Cooperation, Fitness, Respect, Fundamental Movement*

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<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Fitness is everyday.</p> <p>What you say affects how others participate.</p> <p>Fitness is a process.</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>Why am I doing this?</p> <p>How can I stay fit?</p> <p>How can I reach my goals?</p> <p>How should I treat others?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to:</p> <p>Involve others appropriately.</p> <p>Participate in activities for a sustained period of time while maintaining target heart rate.</p> <p>List the five components of fitness (muscular endurance, muscular strength, cardio endurance, flexibility and body composition).</p> <p>Summarize the healthful benefits that result from regular and appropriate participation in various forms of physical activity.</p>	
<p style="text-align: center;"><b>Assessment Plan</b></p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>Instructional Strategies</b></p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p><b>Resources</b></p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p><b>Technology</b></p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools  
Physical Education Curriculum  
Grade 8**

**Unit 6:  
Individual and Dual Activities**

**6 Lessons**

*Concepts: Responsibility, Safety, Cooperation, Fitness, Fundamental Movement, Technique*

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<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p>Rules help keep you safe.</p> <p>What you say affects how others participate.</p> <p>Proper practice improves skill.</p> <p>Health and Wellness are a lifestyle</p>	<p>Why is safety important?</p> <p>How do I want to be treated?</p> <p>How do I improve?</p> <p>How can I stay fit?</p> <p>How can I make exercise an enjoyable part of my life?</p>
<p><b>Know and be able to do</b></p> <p>Students will be able to:</p> <p>Follow guidelines and rules when participating.</p> <p>Involve others appropriately.</p> <p>Participate in a variety of individual and dual activities.</p> <p>Describe the skill themes evident in a particular activity.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Explain how to improve performance.</p>	
<p><b>Assessment Plan</b></p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p><b>Learning Plan</b></p>	
<p><b>Instructional Strategies</b></p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p>	

**Resources**

Books, journals, periodicals, websites  
Instructional supplies

**Technology**

Internet Resources  
Music Sources

**Cambridge Public Schools  
Physical Education Curriculum  
Grade 8**

**Unit 7:  
Field Games: Team Sports 2**

**12 Lessons**

*Concepts: Responsibility, Safety, Cooperation, Fitness, Fundamental Movement, Technique*

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<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Rules help keep you safe.</p> <p>What you say affects how others participate.</p> <p>There is more than one way to move.</p> <p>Proper practice improves skill.</p> <p>Hold yourself accountable for how you treat others and your surroundings</p> <p>Cooperation improves group performance</p> <p>Communication is essential for team work.</p> <p>Having a plan improves performance.</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>Why is safety important?</p> <p>How do I want to be treated?</p> <p>What does it mean to be a team player?</p> <p>How is strategy utilized?</p> <p>How will working together improve learning?</p> <p>How can you improve skills and performance?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to:</p> <p>Follow guidelines and rules when participating.</p> <p>Involve others appropriately.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Explain how to improve performance.</p> <p>Demonstrate ability to participate safely in all team activities.</p> <p>Demonstrate the skill themes evident in a particular group activity.</p> <p>Participate in a variety of small and large group activities.</p> <p>Model tolerance tactics through group play.</p> <p>Describe what it means to be a team player.</p> <p>Describe the offensive and defensive strategies utilized.</p>	
<p style="text-align: center;"><b>Assessment Plan</b></p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	

## Learning Plan

### **Instructional Strategies**

Exploration  
Modeling  
Demonstration  
Guided practice  
Individualized and large group instruction  
Independent practice  
Class discussion

### **Resources**

Books, journals, periodicals, websites  
Instructional supplies

### **Technology**

Internet Resources  
Music Sources

**Cambridge Public Schools  
Physical Education Curriculum  
Grade 8**

**Unit 8:  
Leisure Games**

**4 Lessons**

*Concepts: Responsibility, Safety, Cooperation, Fitness, Fundamental Movement, Technique*

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<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Rules help keep you safe.</p> <p>What you say affects how others participate.</p> <p>There is more than one way to move.</p> <p>Proper practice improves skill and performance.</p> <p>Hold yourself accountable for how you treat others and your surroundings.</p> <p>Cooperation improves group performance.</p> <p>Communication is essential for team work.</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>Why is safety important?</p> <p>How do I want to be treated?</p> <p>What is sports etiquette?</p> <p>How is strategy utilized?</p> <p>How will working together improve learning?</p> <p>How can you improve skills and performance?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to:</p> <p>Follow guidelines and rules when participating.</p> <p>Involve others appropriately.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Explain how to improve performance.</p> <p>Demonstrate ability to participate safely in all individual and team activities.</p> <p>Demonstrate the skill themes evident in a particular group activity.</p> <p>Participate in a variety of small and large group activities.</p> <p>Model tolerance tactics through group play.</p> <p>Describe what it means to be a team player.</p>	
<p style="text-align: center;"><b>Assessment Plan</b></p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	

<b>Learning Plan</b>	
<p><b>Instructional Strategies</b>            Exploration            Modeling            Demonstration            Guided practice            Individualized and large group instruction            Independent practice            Class discussion</p> <p><b>Resources</b>            Books, journals, periodicals, websites            Instructional supplies</p> <p><b>Technology</b>            Internet Resources            Music Sources</p>	