

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

TEAM SPORTS

GRADE 8

Date of Board Approval: September 1, 2016

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	Team Sports	SUBJECT:	Physical Education	GRADE LEVEL:	8
COURSE LENGTH:	1 Semester	DURATION:	46 Min	FREQUENCY:	3/cycle
PREREQUISITES:	NA	CREDIT:	NA	LEVEL:	NA

Course Description/Objectives:

This course is designed for students to continue to develop and improve the skills and knowledge necessary to successfully participate in a variety of team sports. Team sports provide the opportunity for students to improve physical, social, emotional and intellectual health. Students will get to know the rules of many team sports and understand the relationship between practice and skill improvement. Students will identify sports that they enjoy and will recognize the life-long lessons that can learned through team sport participation.

Text: None

Curriculum Writing Committee:

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COURSE TIMELINE

Unit 1: Basketball

3 Cycles

- Skills
- Rules
- Game Strategies

Unit 2: Volleyball

2 Cycles

- Skills
- Rules
- Game Strategies

Unit 3: Soccer

2 Cycles

- Skills
- Rules
- Game Strategies

Unit 4: Team Handball

2 Cycles

- Skills
- Rules
- Game Strategies

Unit 5: Ultimate

2 Cycles

- Skills
- Rules
- Game Strategies

Unit 6: Football

2 Cycles

- Skills
- Rules
- Game Strategies

Unit 7: Softball and Wiffleball

2 Cycles

- Skills
- Rules
- Game Strategies

TOTAL: 15 Cycles

KNOW, UNDERSTAND, DO

COURSE: Team Sports

TIME FRAME: 3 Cycles

UNIT #1: Basketball

GRADE: 8

STANDARDS: PA Academic Standards in Health, Safety and Physical Education.

- 10.3.9 D
 - Analyze the role of individual responsibility for safety during physical activity.
- 10.3.9 D
 - Analyze the role of individual responsibility for safety during physical activity.
- 10.4.9 D
 - Analyze the factors affect physical activity preferences of adolescence.
- 10.4.9 E
 - Analyze factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.
- 10.4.9 F
 - Analyze and describe positive and negative interactions of group members in physical activities.
- 10.5.9 A
 - Describe and apply the components of skill related fitness.
- 10.5.9 C
 - Identify and apply practices strategies for skill improvement.
- 10.5.9 F
 - Describe and apply game strategies to complex games and physical activities.

KNOW, UNDERSTAND, DO

COURSE: Team Sports

TIME FRAME: 3 Cycles

UNIT #1: Basketball

GRADE: 8

UNDERSTANDINGS

Team sports provide opportunities to improve your physical fitness and cardiovascular health in social environment.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify boundaries and court markings.
- Recall the rules of the game.
- Recognize the proper skill set for a game situation.
- Identify qualities of an active competitor.

DO

- Abide by the boundaries and court markings.
- Enforce the rules of the game.
- Practice the proper skill set in a game situation.
- Demonstrate qualities of an active competitor within a game situation.

KNOW, UNDERSTAND, DO

COURSE: Team Sports

TIME FRAME: 2 Cycles

UNIT #2: Volleyball

GRADE: 8

STANDARDS: PA Academic Standards in Health, Safety and Physical Education.

- 10.3.9 D
 - Analyze the role of individual responsibility for safety during physical activity.
- 10.3.9 D
 - Analyze the role of individual responsibility for safety during physical activity.
- 10.4.9 D
 - Analyze the factors affect physical activity preferences of adolescence.
- 10.4.9 E
 - Analyze factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.
- 10.4.9 F
 - Analyze and describe positive and negative interactions of group members in physical activities.
- 10.5.9 A
 - Describe and apply the components of skill related fitness.
- 10.5.9 C
 - Identify and apply practices strategies for skill improvement.
- 10.5.9 F
 - Describe and apply game strategies to complex games and physical activities.

KNOW, UNDERSTAND, DO

COURSE: Team Sports

TIME FRAME: 2 Cycles

UNIT #2: Volleyball

GRADE: 8

UNDERSTANDINGS

Team sports provide opportunities to improve your physical fitness and cardiovascular health in social environment.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Understand the mechanics of a spike.
- Incorporate the bump/set/spike Sequence.
- Know when to use a blocking technique.
- Know the mechanics of the overhand serve.

DO

- Execute a spike.
- Utilize the bump, set, spike strategy in game play.
- Use the blocking technique in a game situation.
- Demonstrate the overhand serve.

KNOW, UNDERSTAND, DO

COURSE: Team Sports

TIME FRAME: 2 Cycles

UNIT #3: Soccer

GRADE: 8

STANDARDS: PA Academic Standards in Health, Safety and Physical Education.

- 10.3.9 D
 - Analyze the role of individual responsibility for safety during physical activity.
- 10.4.9 A
 - Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness and activity goals.
- 10.4.9 D
 - Analyze the factors affect physical activity preferences of adolescence.
- 10.4.9 E
 - Analyze factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.
- 10.4.9 F
 - Analyze and describe positive and negative interactions of group members in physical activities.
- 10.5.9 A
 - Describe and apply the components of skill related fitness.
- 10.5.9 C
 - Identify and apply practices strategies for skill improvement.
- 10.5.9 F
 - Describe and apply game strategies to complex games and physical activities.

KNOW, UNDERSTAND, DO

COURSE: Team Sports

TIME FRAME: 2 Cycles

UNIT #3: Soccer

GRADE: 8

UNDERSTANDINGS

Team sports provide opportunities to improve your physical fitness and cardiovascular health in social environment.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify boundaries and field markings.
- Understand the mechanics of proper dribbling, passing, punting, and throwing in.
- Determine when it is appropriate to restart the game with a corner kick, goal kick or throw in.
- Identify an “offside” situation.

DO

- Abide by the boundaries and field markings.
- Utilize dribbling, passing, punting and throwing in a game situation.
- Execute a goal kick, corner kick or throw in to restart the game after the ball goes out of bounds.
- Recognize an offside situation and perform a restart when necessary.

KNOW, UNDERSTAND, DO

COURSE: Team Sports

TIME FRAME: 2 Cycles

UNIT #4: Team Handball

GRADE: 8

STANDARDS: PA Academic Standards in Health, Safety and Physical Education.

- 10.3.9 D
 - Analyze the role of individual responsibility for safety during physical activity.
- 10.4.9 A
 - Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness and activity goals.
- 10.4.9 D
 - Analyze the factors affect physical activity preferences of adolescence.
- 10.4.9 E
 - Analyze factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.
- 10.4.9 F
 - Analyze and describe positive and negative interactions of group members in physical activities.
- 10.5.9 A
 - Describe and apply the components of skill related fitness.
- 10.5.9 C
 - Identify and apply practices strategies for skill improvement.
- 10.5.9 F
 - Describe and apply game strategies to complex games and physical activities.

KNOW, UNDERSTAND, DO

COURSE: Team Sports

TIME FRAME: 2 Cycles

UNIT #4: Team Handball

GRADE: 8

UNDERSTANDINGS

Team sports provide opportunities to improve your physical fitness and cardiovascular health in a social environment.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify boundaries and court markings.
- Recall the rules of the game.
- Recognize the proper skill set for a game situation.
- Identify qualities of an active competitor.

DO

- Abide by the boundaries and court markings.
- Enforce the rules of the game.
- Practice the proper skill set in a game situation.
- Demonstrate qualities of an active competitor within a game situation.

KNOW, UNDERSTAND, DO

COURSE: Team Sports

TIME FRAME: 2 Cycles

UNIT #5: Ultimate

GRADE: 8

STANDARDS: PA Academic Standards in Health, Safety and Physical Education.

- 10.3.9 D
 - Analyze the role of individual responsibility for safety during physical activity.
- 10.4.9 A
 - Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness and activity goals.
- 10.4.9 D
 - Analyze the factors affect physical activity preferences of adolescence.
- 10.4.9 E
 - Analyze factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.
- 10.4.9 F
 - Analyze and describe positive and negative interactions of group members in physical activities.
- 10.5.9 A
 - Describe and apply the components of skill related fitness.
- 10.5.9 C
 - Identify and apply practices strategies for skill improvement.
- 10.5.9 F
 - Describe and apply game strategies to complex games and physical activities.

KNOW, UNDERSTAND, DO

COURSE: Team Sports

TIME FRAME: 2 Cycles

UNIT #5: Ultimate

GRADE: 8

UNDERSTANDINGS

Team sports provide opportunities to improve your physical fitness and cardiovascular health in a social environment.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Recognize how environmental factors influence the trajectory of the disc.
- Identify boundaries and field markings.
- Identify the rules for this game.
- Recognize the proper skill set for a game situation.
- Identify qualities of an active competitor.

DO

- Account for environmental factors so that the toss reaches your target.
- Abide by the boundaries and field markings.
- Enforce the rules of the game.
- Practice the proper skill set in a game situation.
- Demonstrate qualities of an active competitor within a game situation.

KNOW, UNDERSTAND, DO

COURSE: Team Sports

TIME FRAME: 2 Cycles

UNIT #6: Football

GRADE: 8

STANDARDS: PA Academic Standards in Health, Safety and Physical Education.

- 10.3.9 D
 - Analyze the role of individual responsibility for safety during physical activity.
- 10.4.9 A
 - Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness and activity goals.
- 10.4.9 D
 - Analyze the factors affect physical activity preferences of adolescence.
- 10.4.9 E
 - Analyze factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.
- 10.4.9 F
 - Analyze and describe positive and negative interactions of group members in physical activities.
- 10.5.9 A
 - Describe and apply the components of skill related fitness.
- 10.5.9 C
 - Identify and apply practices strategies for skill improvement.
- 10.5.9 F
 - Describe and apply game strategies to complex games and physical activities.

KNOW, UNDERSTAND, DO

COURSE: Team Sports

TIME FRAME: 2 Cycles

UNIT #6: Football

GRADE: 8

UNDERSTANDINGS

Team sports provide opportunities to improve your physical fitness and cardiovascular health in a social environment.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify boundaries and field markings.
- Recall the rules of the game.
- Recognize the proper skill set for a game situation.
- Identify qualities of an active competitor.

DO

- Use proper throwing and catching mechanics.
- Lead a ball to a moving target.
- Design offensive and defensive strategies.
- Utilize the line of scrimmage properly.
- Abide by the boundaries and field markings.
- Enforce the rules of the game.
- Practice the proper skill set in a game situation.
- Demonstrate qualities of an active competitor within a game situation.

KNOW, UNDERSTAND, DO

COURSE: Team Sports

TIME FRAME: 2 Cycles

UNIT #7: Wiffleball and Softball

GRADE: 8

STANDARDS: PA Academic Standards in Health, Safety and Physical Education.

- 10.3.9 D
 - Analyze the role of individual responsibility for safety during physical activity.
- 10.4.9 A
 - Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness and activity goals.
- 10.4.9 D
 - Analyze the factors affect physical activity preferences of adolescence.
- 10.4.9 E
 - Analyze factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.
- 10.4.9 F
 - Analyze and describe positive and negative interactions of group members in physical activities.
- 10.5.9 A
 - Describe and apply the components of skill related fitness.
- 10.5.9 C
 - Identify and apply practices strategies for skill improvement.
- 10.5.9 F
 - Describe and apply game strategies to complex games and physical activities.

KNOW, UNDERSTAND, DO

COURSE: Team Sports

TIME FRAME: 2 Cycles

UNIT #7: Wiffleball/Softball

GRADE: 8

UNDERSTANDINGS

Team sports provide opportunities to improve your physical fitness and cardiovascular health in a social environment.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify boundaries and field markings.
- Recall the rules of the game.
- Recognize the proper skill set for a game situation.
- Identify qualities of an active competitor.
- Strategize how to get runners out.
- Utilize tags properly for forced and unforced outs.

DO

- Swing, throw and catch using proper mechanics.
- Field a ground ball and run bases properly.
- Apply the rules for getting forced and unforced runners out.
- Communicate with teammates.
- Abide by the boundaries and field markings.
- Enforce the rules of the game.
- Practice the proper skill set in a game situation.
- Demonstrate qualities of an active competitor within a game situation.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)