



<b>Course Title:</b>	<b>Physical Education</b>
<b>Teacher(s) + e-mail:</b>	Rami: <a href="mailto:Rami.r.a@greenwood.sch.ae">Rami.r.a@greenwood.sch.ae</a> ; Abeer: <a href="mailto:abeer@greenwood.sch.ae">abeer@greenwood.sch.ae</a>
<b>Cycle/Division:</b>	Middle School
<b>Grade Level:</b>	8 A,B,E and F
<b>Credit Unit:</b>	0.5
<b>Duration:</b>	1 year (2 periods/week)
<b>Course Prerequisites:</b>	N/A

<b>Department's Vision:</b>	To educate minds, develop healthy bodies, and promote positive attitudes towards lifetime activity, fitness, and sports skills for every student's health and well-being.
<b>Department's Mission:</b>	To develop young children with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress on the total development of each child (spiritual, moral, intellectual, social, emotional, and physical).

**COURSE Outline:**

At the middle school level, emphasis is placed on cooperative work and common goals. Teamwork, overcoming obstacles, and trying different alternatives are some of the concepts required and have been incorporated in our effective physical education programs that meet the Michigan state standards. The activities for middle school included this year are **health and fitness, volleyball, basketball, football, handball, table tennis, badminton and track and field activities related to athletics.**



### **STANDARDS/BENCHMARKS:**

All students in the Middle school should be able to demonstrate the skills and understanding to master the Michigan State Standards by the end of each Academic year.

1. Students should be able to demonstrate competency in a variety of motor skills and movement patterns.
2. Students should be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. Students should be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Students should be able to exhibit responsible personal and social behavior that respects self and others.
5. Students should be able to recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### **GENERAL LEARNING OBJECTIVES:**

#### **Grade 8**

#### **1. Students should be able to demonstrate competency in a variety of motor skills and movement patterns.**

1. Dance and rhythms: Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.1.8)
2. Games & sports. Invasion and field games – Throwing: Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.2.8)
3. Catching: Catches using an implement in a dynamic environment or modified game play. (S1.3.8)
4. Games & sports. Invasion games – Passing and Receiving: Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in modified invasion games such as lacrosse or hockey (floor, field, ice). (S1.4.8)
5. Passing and Receiving: Throws a lead pass to a moving partner off a dribble or pass. (S1.5.8)

6. Offensive skills: Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.6.8)
7. Offensive skills: Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes.(S1.7.8)
8. Dribbling/Ball Control: Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play. (S1.8.8)
9. Dribbling/Ball Control: Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.9.8)
10. Shooting on goal: Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, or ice) or lacrosse. (S1.10.8)
11. Defensive Skills: Drop-steps in the direction of the pass during player-to-player defense.  
(S1.11.8)
12. Games and sports. Net/Wall Games Serving: Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, or pickleball.  
(S1.12.8)
13. Striking: Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis. (S1.13.8)
14. Forehand and backhand: Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.14.7)
15. Weight Transfer: Transfers weight with correct timing using low-to-high striking pattern with a long-handled implement on the backhand side. (S1.15.8)
16. Volley: Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play. (S1.16.8)
17. Two handed volley: Two-hand-volleys with control in a small-sided game. (S1.17.8)
18. Games and sports. Target Games: Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for 1 target game such as bowling or bocce. (S1.18.8)
19. Striking: Strikes with an implement, a stationary object for accuracy and power in such activities as croquet, shuffleboard, or golf. (S1.19.8)
20. Games and Sports. Fielding/striking games –Striking: Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.20.8)
21. Catching: Catches, using an implement, from different trajectories and speeds in a dynamic environment or

modified game play. (S1.21.8)

22. Outdoor pursuits: Demonstrates correct technique for basic skills in 2 self-selected outdoor activities. (S1.22.8)

24. Individual-performance activities: Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities. (S1.24.8)

**Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

1. Games and Sports.

Invasion Games Creating space with movement: Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.1.8)

2. Creating space with offensive tactics: Executes at least 3 of the following offensive tactics to create an open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give and go. (S2.2.8)

3. Creating space using width and length: Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.3.8)

4. Games and Sports. Invasion Games- Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).

(S2.4.8)

5. Reducing space using denial: Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.5.8)

6. Transitions: Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage. (S2.6.8)

7. Games and Sports. Net/Wall games - Creating Space through variation: Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction or by moving opponent side to side and/or forward and back. (S2.7.8)

8. Using tactics and shots: Varies placement, force, and timing of return to prevent anticipation by opponent. (S2.8.8)

9. Games and Sports. Target games -Shot selection: Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target. (S2.9.8)

10. Games and sports. Fielding and Striking games- Identifies sacrifice situations and attempt to advance a teammate. (S2.10.8)

11. Reducing space: Reduces open spaces in the field by working with teammates to maximize coverage.

(S2.11.8)

12. Individual-performance activities, dance and rhythms- Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.12.8)

13. Outdoor Pursuits -Movement concepts: Implements safe protocols in self-selected outdoor activities. (S2.13.8)

**Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

1. Physical activity knowledge: Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.1.8)

2. Engages in physical activity: Participates in a physical activity 3 times a week outside of physical education class. (S3.2.8)

3. Engages in physical activity: Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming. (S3.3.8)

4. Engages in physical activity: Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training. (S3.4.8)

5. Engages in physical activity: Participates in a self-selected lifetime sport, dance, aquatic, or outdoor activities outside of the school day. (S3.5.8)

6. Fitness knowledge: Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least 5 times per week. (S3.6.8)

7. Fitness knowledge: Compares and contrasts health-related fitness components.(S3.7.8)

8. Fitness knowledge: Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.8.8)

9. Fitness knowledge: Employs a variety of appropriate static-stretching techniques for all major muscle groups. (S3.9.8)

10. Fitness knowledge: Describe the role of flexibility in injury prevention. (S3.10.8)

11. Fitness knowledge: Uses the overload principle (FITT formula) in preparing a personal workout.(S3.11.8)

12. Fitness knowledge: Designs and implements a warm-up/cool-down regimen for a self-selected physical activity. (S3.12.8)

13. Fitness knowledge Defines how RPE Scale can be used to adjust workout intensity during physical activity.

(S3.13.8)

14. Fitness knowledge: Explains how body systems interact with one another (e.g. blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. (S3.14.8)
15. Assessment and program planning: Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment. (S3.15.8)
16. Assessment and program planning: Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.16.8)
17. Nutrition: Describes the relationship between poor nutrition and health risk factors. (S3.17.8)
18. Stress Management: Demonstrates basic movements used in other stress-reducing activities, such as yoga and tai chi. (S3.18.8)

**Standard 4: Exhibits responsible personal and social behavior that respects self and others.**

1. Personal responsibility: Accepts responsibility for improving one's own levels of physical activity and fitness.

(S4.1.8)

2. Personal responsibility: Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.2.8)

3. Accepting feedback: Provides encouragement and feedback to peers without prompting from the teacher.

(S4.3.8)

4. Working with others: Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.4.8)

5. Working with others: Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game-play. (S4.5.8)

6. Rules and etiquette: Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.6.8)

7. Safety: Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S4.7.8)

**Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

1. Health: Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and explains the connections between fitness and overall physical and mental health. (S5.1.8)
2. Health: Analyzes the empowering consequences of being physically active. (S5.2.8)

3. Challenge: Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.3.8)
4. Self-expression and enjoyment: Discusses how enjoyment could be increased in self-selected physical activities. (S5.4.8)
5. 5. Self-expression and enjoyment: Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.5.8)
6. Social interaction: Demonstrates respect for self by asking for help and helping others in various physical activities.
7. (S5.6.8)

### Equipments

1. Activity Balls ( Football, Basketball, Handball, Tennis Balls, and Volley Balls)
2. Hoops and Jumping Ropes
3. Fitness Mats
4. Dumbbells
5. Cones and Markers
6. Jumping Stands
7. Basketball Stands/rings
8. Football and Handball Goal Stands
9. Volleyball and Tennis Nets
10. Batons and Hurdles

### COURSE OUTLINE:

#### Semester 1:

- Manipulative Skills, Rhythmic Skills, Combinations of Movement Patterns and Skills
- Movement Concepts, Self-Responsibility, Social Interaction, Group Dynamics

All of the above benchmarks and objectives are to be achieved through health and fitness, volleyball, basketball, football, handball, table tennis, badminton and track and field activities related to athletics.

## **Semester 2:**

- **Manipulative Skills, Rhythmic Skills, Combinations of Movement Patterns and Skills  
 Movement Concepts, Self-Responsibility, Social Interaction, Group Dynamics**

All of the above benchmarks and objectives are to be achieved through health and fitness, volleyball, basketball, football, handball, table tennis, badminton and track and field activities related to athletics.

## **Assessment policy**

In PE, a variety of assessments based on the activity will be used this year in order to get a complete understanding of a student's learning and progress towards goals.

Assessments for PE include: • Formative Assessments- ongoing during instruction to checks for understanding, checklists and rubrics

- Summative Assessments – would include written tests in the high school, skills demonstration to peers or the class in middle and high
- Peer Assessments
- Performance-Based Assessments

## **Grade Distribution:**

Physical Education	Semesters 1 & 2 %
Performance ( motor skills, sport skills, fitness)	30%





<b>Knowledge (rules, strategies, concepts and principals)</b>	30%
<b>Participation (attendance, attitude, effort, interaction)</b>	20%
<b>Research/Project</b>	20%
<b>Total</b>	100%