

COMMUNITY UNIT SCHOOL DISTRICT 200

Physical Education K-8 Philosophy

We believe daily physical education /health programs enhance the capacity of every student’s mind, body, and social well being. Through a comprehensive physical education and health program students will have the ability to make informed choices pertaining to their health and wellness. Students will gain the skills and knowledge to improve academic performance, accomplish personal goals, and contribute to society.

EIGHTH GRADE

- 1. Subject Expectation (State Goal 19)** **The student will acquire movement skills and understand concepts needed to engage in health enhancing physical activity.**

Essential Learning 1 (Learning Standard A)	Demonstrate physical competency in individual and team sports, creative movement, leisure, and competitive activities
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- Critical Content** 19.A.3 a. demonstrate control when performing combinations and sequences of movement patterns in selected activities, games and sports *such as*
- muscular strength
 - muscular endurance
 - aerobic capacity
 - throwing
 - catching
 - trapping
 - striking
 - eye/hand coordination
 - eye/foot coordination
 - non-locomotor
 - locomotor

Essential Learning 2 (Learning Standard B)	Analyze various movement concepts and applications
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- Critical Content** 19.B.3 a. demonstrate efficient movement when performing and sequences of movement patterns using specific skills in sports/activities
- 19.B.3 b. compare and contrast efficient and inefficient movement patterns
- 19.B.3 c. apply sport skills in game like situations

Essential Learning 3 (Learning Standard C)	Demonstrate knowledge of rules, safety and strategies during physical activities
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- Critical Content** 19.C.3a a. apply classroom, activity, locker room, gym, equipment and school rules and safety procedures in physical activities

NOTE: *such as* = an example used for clarification, but not a mandatory concept

including= a mandatory concept

* = exceeds state standards

- 19.C.3b b. apply basic strategies in activities, games and sports *such as*
 - offensive strategies
 - defensive strategies
 - cooperative strategies
 - pacing strategies
 - starting strategies
 - individual game strategies
- 21.B.3 c. practice sportsmanship
- 19.C.3a d. dress in the district approved uniform
- * e. use vocabulary specific to activities, games or sports

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**2. Subject Expectation
(State Goal 20)**

The student will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Essential Learning 1 (Learning Standard A)	Know and apply the Principles and components of health-related fitness
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| Critical Content | 20.A.3a | a. apply the principles of training frequency, intensity, time and type (FITT) |
| | 20.A.3b | b. apply muscle strength, muscle endurance, flexibility and cardiovascular fitness |
| | 20.A.3b | c. engage in health related fitness activities
<i>such as</i> <ul style="list-style-type: none"> • running • walking • circuit training aerobics |
| | 20.A.3b | d. recognize and apply the principles and components of health-related fitness |
| | * | e. understand and use age appropriate vocabulary related to fitness |

Essential Learning 2 (Learning Standard B)	Assess individual fitness levels
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| Critical Content | 20.B.3a | a. monitor exercise through a variety of methods, with the use of technology including District 200 fitness testing programs and heart rate monitoring devices |
| | 20.B.3a | b. identify relationship between physical activity and target heart rate before, during and after exercise |
| | 20.B.3b | c. evaluate the strengths and weaknesses of a personal fitness profile, including multiple fitness components |

Essential Learning 3 (Learning Standard C)	Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan
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| Critical Content | 20.C.3a | a. set realistic short-term and long-term goals for a health-related fitness component based on personal fitness profile data |
| | 20.C.3a | b. identify opportunities within the community for regular participation in physical activities |
| | 20.C.3b | c. apply the principles of training to health-related fitness goals |
| | 20.C.3a | d. use data collected on district physical fitness test to set personal short and long term fitness goals |

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3. Subject Expectation (State Goal 21) The student will develop team-building skills by working with others through physical activity.

Essential Learning 1 (Learning Standard A)	Demonstrate individual responsibility during group physical activities
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| Critical Content | 21.A.3a | a. follow the directions and decisions of responsible individuals <i>such as</i> <ul style="list-style-type: none"> • a teacher • peer leaders • officials |
| | 21.A.3b | b. evaluate established rules for activities <i>such as</i> <ul style="list-style-type: none"> • required equipment • spatial awareness • personal responsibility |
| | 21.A.3c | c. remain on task when participating in group physical activity until a task is completed |
| | 21.B.3 | d. practice sportsmanship |
| | 21.B.3 | e. show cooperation and respect |

Essential Learning 2 (Learning Standard B)	Demonstrate cooperative skills during structured group physical activities
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| Critical Content | 21.B.3 | a. work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations including <ul style="list-style-type: none"> • playing their position • incorporating strategies • listening • respect and accept ideas or others • being an active participants in activities • respect the contributions of others when participating in structured group physical activity |
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