

Wyoming Department of Education Required Virtual Education Course Syllabus

Park County School District # 1

Program Name	Park #1 Online	Content Area	Physical Education and Health
Course ID	OL2735 B	Grade Level	7th-8th
Course Name	Physical Ed - 07/08B	# of Credits	0.5
SCED Code		Curriculum Type	District Developed

COURSE DESCRIPTION

This course is designed to allow students to learn the appropriate way to warm-up/cool-down/safety when exercising, find your heart rate, participate, learn and research information about invasion, net, striking, and lifetime sports. Our goal is to teach students there are ways to stay motivated and have fun while working to stay physically active to live a healthier lifestyle. Students will be asked to keep an activity log for each of the units, research is required utilizing APA format and formative/summative assessments will be utilized.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
	Movement: The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.
1	
PE 8.1.1	Students demonstrate movement skills and patterns in a variety of activities.
PE 8.1.2	Students demonstrate critical elements of specialized manipulative skills in modified team activities.
PE 8.1.3	Students demonstrate critical elements of specialized skills in modified individual, dual, or lifetime activities.
PE 8.1.4	Students apply tactical concepts and performance principles in modified team activities.
PE 8.1.5	Students apply tactical concepts and performance principles in individual, dual, or lifetime activities.
PE 8.1.6	Students compare and contrast skills used for different movement patterns.
PE 8.1.7	Students analyze critical elements of specialized skills in a variety of activities.
PE 8.1.8	Students analyze the use of strategies and tactics in a variety of physical activities.
2	Fitness: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
PE 8.2.1	Students create and monitor a personal plan using current levels of fitness and physical activity.
PE 8.2.2	Students differentiate the health benefits associated with a variety of physical activities.
PE 8.2.3	Students apply the principles, components, and practices of health-related fitness to improve short-term fitness goals.
PE 8.2.4	Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).
PE 8.2.5	Students explain valid characteristics of fitness-related products, technology, and resources related to fitness literacy.
3	Personal and Social Behavior: The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.
PE 8.3.1	Students develop and apply appropriate rules, safe practices, and procedures in physical activity settings.
PE 8.3.2	Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.
PE 8.3.3	Students engage in challenging experiences that develop confidence and independence.
PE 8.3.4	Students engage in physical activities that promote self-expression and provide opportunities for social and group interaction.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Heart Rate	PE 8.2.2 PE 8.2.5	How do you find your Heart Rate. Maximum HR and Target HR Zone.
Warm-Up/Cool-down	PE 8.2.2 PE 8.2.5 PE 8.3.1	What is the importance of a Warm-up and a Cool-down?
Components of Fitness	PE 8.2.2 PE 8.2.5	What is aerobic fitness? What is muscular endurance? What is muscular strength? What is flexibility? What is body composition?
Principles of Fitness	PE 8.2.2 PE 8.2.3 PE 8.2.5	What does FITT mean? What is the progression principle? What is the principle of specificity? What is the overload principle? What is the regularity principle? What is the individuality principle?
Invasion Sports (3)	PE 8.1.1 PE 8.1.2 PE 8.1.4 PE 8.1.6 PE 8.1.8 PE 8.2.1 PE 8.2.3 PE 8.2.4 PE 8.2.5 PE 8.3.1 PE 8.3.2 PE 8.3.3 PE 8.3.4	What are the rules to the invasion sport chosen? What are offensive schemes? What are defensive schemes? How do you create skill cues? How do you keep a score book in basketball? How do you keep an activity log? Track your HR.

Net Sports (2)	PE 8.1.1 PE 8.1.3 PE 8.1.5 PE 8.1.6 PE 8.1.7 PE 8.1.8 PE 8.2.1 PE 8.2.3 PE 8.2.4 PE 8.2.5 PE 8.3.1 PE 8.3.2 PE 8.3.3 PE 8.3.4	What are the rules to the net sport chosen? What are offensive schemes? What are defensive schemes? How do you create skill cues? How do you keep an activity log? Track your HR.
Lifetime Sports (4)	PE 8.1.1 PE 8.1.3 PE 8.1.5 PE 8.1.6 PE 8.1.7 PE 8.1.8 PE 8.2.1 PE 8.2.2 PE 8.2.3 PE 8.2.4 PE 8.2.5 PE 8.3.1 PE 8.3.2 PE 8.3.3 PE 8.3.4	What are the rules to the lifetime sport chosen? How do you create skill cues? How do you keep an activity log? Track your HR.
Striking Sports (1)	PE 8.1.1 PE 8.1.3 PE 8.1.5 PE 8.1.6 PE 8.1.7 PE 8.1.8 PE 8.2.1 PE 8.2.3 PE 8.2.4 PE 8.2.5 PE 8.3.1 PE 8.3.2 PE 8.3.3 PE 8.3.4	What are the rules to softball/baseball? What are offensive schemes? What are defensive schemes? What are the skill cues for softball/baseball? How do you keep an activity log? How do you keep a softball scorebook? Track your HR.
Cub Combine - Fitness Components	PE 8.1.1 PE 8.1.3 PE 8.1.7 PE 8.2.1 PE 8.2.3 PE 8.2.4 PE 8.2.5 PE 8.3.1 PE 8.3.3	Mile Run 40 Yard Dash Agility Run Standing Broad Jump Vertical Jump