



**Boys and Girls
Physical Education
Grade 8
Lacrosse II**

Course/Subject:
Physical Education

Grade: 8

Suggested Timeline:
6 classes

Grade Level Summary	The focus is to allow 8th grade students to be exposed to a variety of individual and group physical activities. Units will blend individual healthy fitness activities with the opportunity to learn basic and more advanced concepts of multiple team sports.
Grade Level Units	Lacrosse II, Field Hockey II, Volleyball II, Pickleball II, Strength and Conditioning III, Fitness Testing, Cooperative Activities, Basketball III, Track and Field II

Unit Title	Lacrosse II
Unit Summary	The Lacrosse II unit will provide students the opportunity to review and improve basic skills learned in the introductory unit in 7th grade. Students will be taught game rules and strategies. Students will be learn how to work together in a team setting. In addition, the unit will include health-related physical fitness components.

Unit Essential Questions: 1. What basic skills, game concepts and safety rules must be applied successfully to participate in the game of lacrosse?	Key Understandings: 1. Participation in lacrosse develops teamwork through cooperation and collaboration with other students. 2. Students will develop an understanding of lacrosse game rules, regulations and strategies.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6.D	Analyze the role of individual responsibility for safety during activity.
10.4.6 A	Engage in moderate to vigorous activities that contribute to fitness and health

Important Standards Addressed in the Unit:

10.5.6 A	Explain and apply the basic skill movements and concepts to create and perform skills
10.5.6.B	Identify and apply the concepts of motor skill development to a variety of basic skills.
10.5.6.C	Describe the relationship between practice and skill development.
10.5.6.F	Identify and apply game strategies to basic games and physical activities

Misconceptions:	Proper Conceptions:
1. Students must be able to throw a lacrosse ball far in order to be successful in lacrosse.	1. Players and teams are more successful by making short and accurate passes in lacrosse.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules and strategies associated within the game of lacrosse. 	<ul style="list-style-type: none"> Students will have to opportunity to build upon and improve general skills related to lacrosse such as passing, catching, scooping and shooting learned in 6th grade. Students will learn to combine skills together more fluently. Apply the rules and basic game play strategies to the game of lacrosse. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups. Students will be given the opportunity to be creative individually and with others.

Academic Vocabulary:				
Cradling	Passing	Scooping	Attack	Defender
Face Off	Arc	Midfielder	Man to Man	

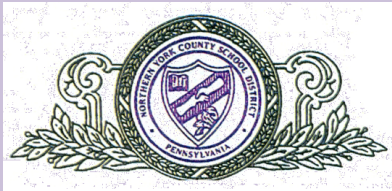
Assessments:
<ul style="list-style-type: none"> Unit will include a combination of Skill and/or Cognitive Assessments

Differentiation:
<ul style="list-style-type: none"> Students with previous lacrosse experience will be challenged more by helping to demonstrate and assist other students who are new to the game of lacrosse. The students with prior knowledge will be divided on teams so that each group has participants with experience to help organize and strategize in game play.

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health: Connection with cardiovascular workouts and muscles used during exercise.

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student Handbook

Created By: Brian Robison and Kristen Rucker



**Girl's/
Physical Education/
8th Grade/
Field Hockey II**

Course/Subject:
Physical Education

Grade:
8

Suggested Timeline:
6 classes

Grade Level Summary	The focus is to allow 8th grade students to a variety of individual and group physical activities. The units will blend individual healthy fitness activities with the opportunity to learn basic concepts of multiple team sports.
Grade Level Units	Lacrosse II, Field Hockey II, Volleyball II, Pickleball II, Strength and Conditioning III, Fitness Testing, Cooperative Activities, Basketball III, Track and Field II

Unit Title	Field Hockey II
Unit Summary	The Field Hockey II unit will provide the opportunity to review and improve basic skills learned in the introductory unit in 6th grade. This unit will also build upon previous skills in learned in 6th grade. Students will be taught game rules and strategies. Students will learn how to work together in a team setting. In addition, the unit will include health related physical fitness components.

Unit Essential Questions:

1. What basic skills, concepts, and safety rules must be applied to successfully participate in a field hockey game?

Key Understandings:

1. The students will develop teamwork by learning to cooperate with others in the game of field hockey.
2. Students will develop an understanding of the field hockey game rules, regulations, and strategies that will enhance a student's enjoyment and knowledge of the game.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6D	Analyze role of individual responsibility for safety during activity.
10.4.6A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:

10.5.6A	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6B	Identify and apply concepts of motor skill development to a variety of different skills.
10.5.6C	Describe the relationship between practice and skill development.
10.5.6F	Identify and apply game strategies to basic games and physical activities.

Misconceptions:	Proper Conceptions:
1. You are allowed to use any part of the stick when playing field hockey.	1. You are only allowed to use the flat side of the stick when playing field hockey. If you use the rounded side, it is a foul.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules, and strategies associated within the game of field hockey. 	<ul style="list-style-type: none"> Students will have the opportunity to build upon and improve on general skills related to field hockey such as dribbling, push pass, scoop, and drive learned in 6th grade. Students will learn to combine skills together more fluently and add power to skills. Apply the rules and basic game play strategies to the game of field hockey. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups. Students will be given the opportunity to be creative individually and with others.

Academic Vocabulary:

<ul style="list-style-type: none"> Dribble Scoop 	<ul style="list-style-type: none"> Drive Push pass Reverse stick 	<ul style="list-style-type: none"> Leading/give and go Crow hop to drive
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Assessments:

<ul style="list-style-type: none"> Unit will include a combination of a skill and/or cognitive assessment.

Differentiation:

<ul style="list-style-type: none"> Students with previous field hockey experience will be used to demonstrate and help other students who may be struggling. These field hockey players with experience will also be divided up on teams so that each team has some experience to help strategize in game play.
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Interdisciplinary Connections:

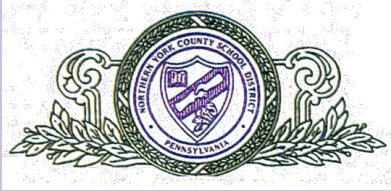
- Health-connection with cardiovascular workouts; heart rate; muscles used

Additional Resources:

- NMS Physical Education Policies and Procedures; Student handbook

Created By:

Kristen Rucker and Brian Robison



**Boys and Girls
Physical Education
Grade 8
Pickleball II**

Course/Subject:
Physical Education

Grade:
8

Suggested Timeline:
6 class periods

Grade Level Summary	The focus is to allow 8th grade students to be exposed to a variety of individual and group physical activities. Units will blend individual healthy fitness activities with the opportunity to learn basic and more advanced concepts of multiple team sports.
Grade Level Units	Lacrosse II, Field Hockey II, Volleyball II, Pickleball II, Strength and Conditioning III, Fitness Testing, Cooperative Activities, Basketball III, Track and Field II

Unit Title	Pickleball II
Unit Summary	The Pickleball II unit will provide students the opportunity to review and improve basic skills learned in the introductory unit in previous year. Students will be taught game rules and strategies. Students will be learn how to work together in a team setting with a partner. Pickleball skills and game strategies serve as lead up skills/strategies in game of tennis.

Unit Essential Questions:

1. What skills and game concepts are learned through the participation in pickleball drills, activities, and games?

Key Understandings:

1. The students will develop teamwork by learning to cooperate and communicate with a partner in pickleball.
2. Students will develop an understanding of pickleball rules, regulations and strategies that will enhance a student's enjoyment and knowledge of the game

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6.D	Analyze role of individual responsibility for safety during activity.
10.4.6 A	Engage in moderate to vigorous activities that contribute to fitness and health

Important Standards Addressed in the Unit:

10.5.6 A	Explain and apply the basic skill movements and concepts to perform skills
10.5.6.B	Identify and apply the concepts of motor skill development to a variety of basic skills.
10.5.6.C	Describe the relationship between practice and skill development.
10.5.6 F	Identify and apply game strategies to basic games and physical activities

Misconceptions:	Proper Conceptions:
1. Participants must hit the ball one way in order to get the ball over the net.	1. Students can hit the pickleball over the net with several techniques. Students will be taught different techniques and will be given freedom to utilize which skills they feel most comfortable.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules and strategies associated within the game of pickleball. 	<ul style="list-style-type: none"> Students will have to opportunity to build upon and improve basic hitting techniques learned in 6th grade related to the game of pickleball. Students will learn to combine skills together more fluently. Apply the rules and basic game play strategies to the game of pickleball. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication with a partner. Students will be given the opportunity to be creative individually and with a partner..

Academic Vocabulary:				
Hand eye coordination	Spatial Awareness	Volley	Forehand	Backhand
Rally	Spike	Backline	Serve	

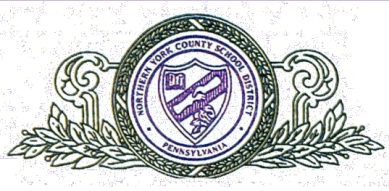
Assessments:
<ul style="list-style-type: none"> Unit will include a combination of Skill and/or Cognitive Assessments

Differentiation:
<ul style="list-style-type: none"> Students who struggle with the ability to hit the ball over the net consecutively will be able to spend additional time focusing on basic hitting techniques before entering competitive games. Students with advanced skills will be able to move forward sooner with learning to keep score and challenging other players with equal ability. All students will advance to scoring games when skills permit.

Interdisciplinary Connections:
<ul style="list-style-type: none"> Math: Students will need to be able to keep score correctly and compare their scores to the opponents. Health: Connections made with muscles used during exercise.

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student Handbook

Created By:	Brian Robison and Kristen Rucker
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**Boys and Girls/
Physical Education
8th Grade/
Volleyball II**

Course/Subject: Physical Education	Grade: 8	Suggested Timeline: 5 classes
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Grade Level Summary	The focus is to allow 8th grade students to a variety of individual and group physical activities. The units will blend individual healthy fitness activities with the opportunity to learn basic concepts of multiple team sports.
Grade Level Units	Lacrosse II, Field Hockey II, Volleyball II, Pickleball II, Strength and Conditioning III, Fitness Testing, Cooperative Activities, Basketball III, Track and Field II

Unit Title	Volleyball II
Unit Summary	The Volleyball II unit will provide the opportunity to review and improve basic skills learned in the introductory unit in 6th grade. This unit will also build upon previous skills in learned in 6th grade. Students will be taught game rules and strategies. Students will learn how to work together in a team setting. In addition, the unit will include health related physical fitness components.

<p>Unit Essential Questions:</p> <ol style="list-style-type: none"> 1. What basic skills, concepts, and safety rules must be applied to successfully participate in a volleyball game? 	<p>Key Understandings:</p> <ol style="list-style-type: none"> 1. The students will develop teamwork by learning to cooperate with others in the game of volleyball. 2. Students will develop an understanding of the volleyball game rules, regulations, and strategies that will enhance a student's enjoyment and knowledge of the game.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6D	Analyze role of individual responsibility for safety during activity.
10.4.6A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:

10.5.6A	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6B	Identify and apply concepts of motor skill development to a variety of different skills.
10.5.6C	Describe the relationship between practice and skill development.
10.5.6F	Identify and apply game strategies to basic games and physical activities.

Misconceptions:	Proper Conceptions:
1. You have to be a tall person to play volleyball so you can get the ball over the net while spiking the ball.	1. Students, no matter their height can do the correct steps and positioning to spike the ball over the net successfully.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules, and strategies associated within the game of volleyball. 	<ul style="list-style-type: none"> Students will have the opportunity to build upon and improve on general skills related to volleyball such as passing, setting, rotation, and underhand serve learned in 6th grade. Student will learn how to do the overhand serve, spike/hit, block, and tip. Apply the rules and basic game play strategies like ball placement when serving to the game of volleyball. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups. Students will be given the opportunity to be creative individually and with others.

Academic Vocabulary:		
Pass Set Spike	Underhand serve Overhand serve Rotation	Block Tip

Assessments:
<ul style="list-style-type: none"> Unit will include a combination of a skill and/or cognitive assessment.

Differentiation:
<ul style="list-style-type: none"> Students with previous volleyball experience will be used to demonstrate and help other students who may be struggling. These volleyball players with experience will also be divided up on teams so that each team has some experience to help strategize in game play.

Interdisciplinary Connections:

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student handbook

Created By:
Kristen Rucker and Brian Robison



**Boys and Girls/
Physical Education /
8th Grade /
Basketball III**

Course/Subject:
Physical Education

Grade:
8

Suggested Timeline:
6 classes

Grade Level Summary	The focus is to allow 8th grade students to a variety of individual and group physical activities. The units will blend individual healthy fitness activities with the opportunity to learn basic concepts of multiple team sports.
Grade Level Units	Lacrosse II, Field Hockey II, Volleyball II, Pickleball II, Strength and Conditioning III, Fitness Testing, Cooperative Activities, Basketball III, Track and Field II

Unit Title	Basketball III
Unit Summary	The basketball III unit will provide the opportunity to review and improve basic skills learned in the 6th and 7th grade unit. It will also build upon previous skills in learned in 7th grade. Students will be taught game rules and strategies. Students will learn how to work together in a team setting. In addition, the unit will include health related physical fitness components.

Unit Essential Questions:

1. What basic skills, concepts, and safety rules must be applied to successfully participate in a basketball game?

Key Understandings:

1. The students will develop teamwork by learning to cooperate with others in the game of basketball.
2. Students will develop an understanding of the basketball game rules, regulations, and strategies that will enhance a student's enjoyment and knowledge of the game.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6D	Analyze role of individual responsibility for safety during activity.
10.4.6A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:

10.5.6A	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6B	Identify and apply concepts of motor skill development to a variety of different skills.
10.5.6C	Describe the relationship between practice and skill development.
10.5.6F	Identify and apply game strategies to basic games and physical activities.

Misconceptions:	Proper Conceptions:
1. I'm not strong enough to make a 3 pointer.	1. To get distance and power while shooting far away from the basket, you will need to bend your knees more and use your legs to create more power and then gain more distance when shooting a basketball. You do not have to be a strong person to do this.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules, and strategies associated within the game of basketball. 	<ul style="list-style-type: none"> Students will have the opportunity to build upon and improve on general skills related to basketball such as passing, shooting, layups with dribbling and on their non-dominant side learned in 6th grade. Students will learn how to do the spin dribble, bank shots, and foul shots. Apply the rules and basic game play strategies to the game of basketball. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups. Students will be given the opportunity to be creative individually and with others.

Academic Vocabulary:		
Lay-ups Crossover / Spin dribble Dribbling Man to man / zone defense Guarding	Bounce/Chest pass Shooting Bank shot Foul line 3 point arch	

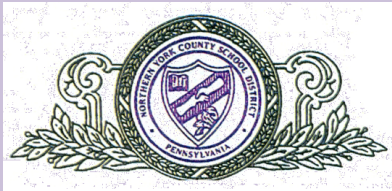
Assessments:
<ul style="list-style-type: none"> Unit will include a combination of a skill and/or cognitive assessment.

Differentiation:
<ul style="list-style-type: none"> Students with previous basketball experience will be use their non-dominant hand to practice dribbling, shooting, and lay-ups. These students will also be divided up on different teams.

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health-connection with cardiovascular workouts; heart rate; muscles used

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student handbook

Created By:
Kristen Rucker and Brian Robison



**Boys and Girls
Physical Education
Grade 8
Strength & Conditioning III**

Course/Subject:
Physical Education

Grade:
8

Suggested Timeline:
6 class periods

Grade Level Summary	The focus is to allow 8th grade students to be exposed to a variety of individual and group physical activities. Units will blend individual healthy fitness activities with the opportunity to learn basic and more advanced concepts of multiple team sports.
Grade Level Units	Lacrosse II, Field Hockey II, Volleyball II, Pickleball II, Strength and Conditioning III, Fitness Testing, Cooperative Activities, Basketball III, Track and Field II

Unit Title	Strength & Conditioning III
Unit Summary	The 8th grade Strength Training Unit will provide the opportunity to improve a student's personal health through strength training. Students will learn how to track their personal workout that will be a combination of upper and lower body exercises. Cardio-vascular exercises will compliment the strength training. A focus will be placed on learning how to safely and correctly use a variety of exercise equipment.

Unit Essential Questions:

1. How does muscular strength and conditioning training improve an individual's overall health and fitness levels?

Key Understandings:

1. Students will be able to identify muscles being used in each strength training exercise.
2. Students will be able to demonstrate the proper technique needed to perform each strength exercise.
3. They will be able to associate each exercise with the correct health-related components of fitness.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6.D	Analyze role of individual responsibility for safety during activity.
10.4.6 A	Engage in moderate to vigorous activities that contribute to fitness and health
10.4.6.C	Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity

Important Standards Addressed in the Unit:

10.4.9.B	Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
10.5.6 A	Explain and apply the basic skill movements and concepts to perform skills
10.5.6.B	Identify and apply the concepts of motor skill development to a variety of basic skills.

10.5.6.C	Describe the relationship between practice and skill development.
10.5.6.D	Describe and apply the principles of exercise to the components of health related and skill related fitness.

Misconceptions:	Proper Conceptions:
1. Participants must be strong in order to do strength training.	1. Strength training is a method to improve an individual strength and can performed by anyone.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will review terminology and safety rules associated with strength training. Students will be taught advanced strength training exercises which utilizes a combination of muscle groups and joints. 	<ul style="list-style-type: none"> Students will have to opportunity to correctly perform strength exercises to develop individual weaknesses. Each student will track their own progress by recording the sets and weights performed in each exercise 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication with a partner.

Academic Vocabulary:				
Upper Body	Lower Body	Cardio-vascular	Set	Repetitions
Range of motion	Primary Muscles	Secondary Muscles	Squat	

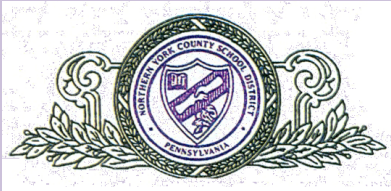
Assessments:
<ul style="list-style-type: none"> Unit will include a combination of Skill and/or Cognitive Assessments

Differentiation:
<ul style="list-style-type: none"> Students will individually determine what is a safe weight to be used correctly while performing the recommended set of 8-10 repetitions for each exercise. Students are given the opportunity to choose which exercise they perform based on their individual weaknesses, strengths and desired area of improvement.

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health: A connection is made between each exercise and which specific muscle is being developed.

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student Handbook

Created By:	Brian Robison and Kristen Rucker
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**Boys and Girls/
Physical Education/
8th Grade/
Fitness Testing**

**Course/Subject:
Physical Education**

**Grade:
8**

**Suggested Timeline:
7 classes**

Grade Level Summary	The focus is to have each student correctly perform each Physical Fitness test to the best of their ability and do try to improve from the previous year and also reach their Healthy Fitness Zone.
Grade Level Units	Lacrosse II, Field Hockey II, Volleyball II, Pickleball II, Strength and Conditioning III, Fitness Testing, Cooperative Activities, Basketball III, Track and Field II

Unit Title	Fitness Testing
Unit Summary	This unit will provide each student with the knowledge to correctly perform each fitness test while trying their best, trying to improve from last year, and trying to reach their Healthy Fitness Zone. The students will also understand the benefits of completing each fitness test.

Unit Essential Questions:

1. What are the benefits of completing the Fitness Gram physical fitness tests?

Key Understandings:

1. The students will identify and understand how the body responds to exercise.
2. Students will understand the benefits of exercise and the prevention of disease.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.1.6E	Identify health problems that can occur throughout life and ways to prevent them.
10.4.6A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:

10.4.6A	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6B	Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.4.6C	Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.
10.5.6D	Describe and apply principles of exercise to the components of health-related and skill related fitness.

Misconceptions:	Proper Conceptions:
1. Your body composition determines whether you will excel in cardiovascular endurance, muscular strength, muscular endurance, flexibility fitness tests.	1. Students will all different body types and compositions can achieve their healthy fitness zone.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, diseases associated with inactivity, and benefits of doing fitness tests. 	<ul style="list-style-type: none"> Students will have the opportunity to learn and improve on their fitness skills. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups.

Academic Vocabulary:

Cardiovascular endurance Muscular endurance Muscular strength Flexibility	Heart Rate Healthy Fitness Zone Goals Diabetes Heart Disease Metabolism Obesity	
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Assessments:

- Unit will include a combination of a skill assessment.

Differentiation:

- Use a student who can demonstrate the fitness test correctly for other students' to see.
- Students will get a chance to practice all fitness tests before completing them.

Interdisciplinary Connections:

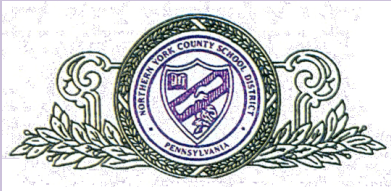
- Health-metabolism, heart disease, cardiovascular endurance, muscular endurance, muscular strength, flexibility, heart rate, Diabetes, obesity

Additional Resources:

- NMS Physical Education Policies and Procedures; Student handbook

Created By:

Kristen Rucker and Brian Robison



**Boys and Girls/
Physical Education/
8th Grade/
Cardio Games**

**Course/Subject:
Physical Education**

**Grade:
8**

**Suggested Timeline:
6 classes**

Grade Level Summary	The focus is to allow 8th grade students to a variety of individual and group physical activities. The units will blend individual healthy fitness activities with the opportunity to learn basic concepts of multiple team sports.
Grade Level Units	Lacrosse II, Field Hockey II, Volleyball II, Pickleball II, Strength and Conditioning III, Fitness Testing, Cooperative Activities, Basketball III, Track and Field II

Unit Title	Cardio Games
Unit Summary	The cardio games unit will provide the opportunity to review and improve basic skills learned in soccer and team handball the introductory units in 6th and 7th grade. Students will be taught game rules and strategies. Students will learn how to work together in a team setting. In addition, the unit will include health related physical fitness components.

Unit Essential Questions:

1. What basic skills, concepts, and safety rules must be applied to successfully participate in the cardio games unit?

Key Understandings:

1. The students will develop teamwork by learning to cooperate with others in the game of soccer and handball.
2. Students will develop an understanding of the soccer game along with team handball rules, regulations, and strategies that will enhance a student's enjoyment and knowledge of the game.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6.D	Analyze role of individual responsibility for safety during activity.
10.4.6.A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:

10.5.6A	Explain and apply the basic skill movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6B	Identify and apply concepts of motor skill development to a variety of different skills.
10.5.6C	Describe the relationship between practice and skill development.

10.5.6F	Identify and apply game strategies to basic games and physical activities.
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Misconceptions:	Proper Conceptions:
1. Only fast players can score a goal.	1. A player, no matter how fast or slow, can score a goal as long as they use strategy and teamwork to get the ball down the court/field.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules, and strategies associated within the game of soccer and team handball. 	<ul style="list-style-type: none"> Students will have the opportunity to build upon and improve on general skills related to soccer and handball such as dribbling, passing, shooting. Students will learn to combine skills together more fluently and work on leading/give and go skills. Apply the rules and basic game play strategies to the game of soccer and team handball. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups. Students will be given the opportunity to be creative individually and with others.

Academic Vocabulary:		
Dribble Shooting	Pass Give and go/leading	Throwing Catching

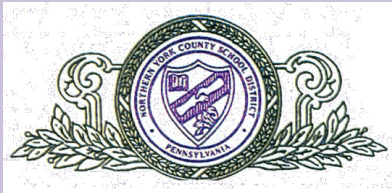
Assessments:
<ul style="list-style-type: none"> Unit will include a combination of a skill and/or cognitive assessment.

Differentiation:
<ul style="list-style-type: none"> Students with previous soccer/handball experience will be used to demonstrate and help other students who may be struggling. These soccer/handball players with experience will also be divided up on teams so that each team has some experience to help strategize in game play.

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health-connection with cardiovascular workouts; heart rate; muscles used

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student handbook

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**Boys and Girls
Physical Education
Grade 8
Track & Field II**

Course/Subject:
Physical Education

Grade:
8

Suggested Timeline:
6 class periods

Grade Level Summary	8th grade physical education includes a combination of individual and group physical activities. Units will blend healthy fitness activities with beginner and intermediate skills and concepts of multiple sports.
Grade Level Units	Lacrosse II, Field Hockey II, Volleyball II, Pickleball II, Strength and Conditioning III, Fitness Testing, Cooperative Activities, Basketball III, Track and Field II

Unit Title	Track and Field II
Unit Summary	The Track and Field unit will provide the opportunity to improve a student's personal health and learn and refine basic Track and Field skills and concepts. Students will be presenting a project that includes a creation of a poster, a presentation, and a demonstration of a Track and Field event.

Unit Essential Questions:

1. How does participating in track and field events improve an individual's overall health and fitness levels?
2. How does creating a presentation and observing others' assist in learning about track and field events?

Key Understandings:

1. The students will develop teamwork by learning to cooperate and communicate in a small group.
2. Students will develop an understanding of Track and Field events, basic skill techniques, rules and regulations.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6.D	Analyze role of individual responsibility for safety during activity.
10.4.6 A	Engage in moderate to vigorous activities that contribute to fitness and health

Important Standards Addressed in the Unit:

10.5.6 A	Explain and apply the basic skill movements and concepts to perform skills
10.5.6.B	Identify and apply the concepts of motor skill development to a variety of basic skills.
10.5.6.C	Describe the relationship between practice and skill development.

Misconceptions:

Proper Conceptions:

1. I can't demonstrate the skill correctly, so I won't be able to teach the event to my classmates.	1. Through the use of research, preparation, and group work, the skills can be taught effectively. Students may use modified equipment to help demonstrate.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic key points, history, safety, and rules associated with track and field events. 	<ul style="list-style-type: none"> Students will have to opportunity to present and review basic skills and techniques used in a variety of track and field events. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration, creativity, and communication with a small group.

Academic Vocabulary:				
Relay	Baton	Staggered start	Anchor	Speed
Pivot	Pace	Landing	Follow through	

Assessments:
<ul style="list-style-type: none"> Unit will include a group project that is graded.

Differentiation:
<ul style="list-style-type: none"> Students are able to utilize modified equipment for events in order to perform technique safely and correctly.

Interdisciplinary Connections:
<ul style="list-style-type: none"> Math: Measurements for each event is important in Track and Field. The unit includes math skills to measure and record results. English-public speaking

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student Handbook

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