

Physical Education 8 Curricular Document

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Course Information

Physical Education 8

CURRICULUM/CONTENT AREA	COURSE LENGTH
Physical Education	1 year
GRADE LEVEL	DATE LAST REVIEWED
8	2016 Program Evaluation 2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
NA	04/2024

Desired Results

COURSE DESCRIPTION

Students will participate in fitness activities, build a variety of motor skills and movement patterns and develop knowledge & skills needed to establish and sustain a health-enhancing lifestyle.

ENDURING UNDERSTANDINGS

1. Proficient movement skills provide competency in all physical activities.
2. There are necessary psychological and physical skills that will help support continued lifetime physical fitness.
3. Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness.

ESSENTIAL QUESTIONS

- How will practicing skills improve my physical performance?
- Why should I be physically active?
- How will physical activity make me a healthy person?
- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

- 4. Demonstrating responsible and respectful behavior promotes positive personal and social success.
- 5. Everyone benefits from collaboratively working towards improved health and wellness
- 6. Physical activity promotes social, emotional, and physical well being of self and the community.

Physical Education Standards by Unit	Unit 1	Unit 2	Unit 3	Unit 4
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	X	X	X	X
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	X	X	X	X
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	X	X	X	X
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	X	X	X	X
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	X	X	X	X

Unit 1: INVASION GAMES

Students focus on building relationships, enhancing communication skills, developing leadership qualities and expressing encouragement to others while participating in group physical activities. Students will participate in a variety of cooperative games and challenges. These may include: Team Challenges, Low Organized Games, Soccer, Speedball, Ultimate Football/Frisbee, Basketball, Volleyball, Floor Hockey.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- How will practicing skills improve my physical performance?
- Why should I be physically active?
- How will physical activity make me a healthy person?

- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

UNIT PRIORITY STANDARDS: <i>Students will know and be able to...</i>	LEARNING PRIORITY	LEARNING TARGETS: <i>I can...</i>
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	PE.S1.M2 Invasion Games: Throwing PE.S1.M3 Invasion Games: Catching PE.S1.M4 Passing/Receiving PE.S1.M5 Invasion Games Passing/Receiving PE.S1.M6 Invasion Games Offensive Skills PE.S1.M7 Invasion Game Dribbling/Object Control PE.S1.M8 Dribbling/ Object Control PE.S1.M9 Shooting on Goal PE.S1.M10 Invasion Games: Defensive Skills PE.S1.M17 Target Games: Throwing PE.S1.M18 Target Games: Striking	<ul style="list-style-type: none"> ● Throw with a mature pattern for distance or power appropriate to the activity during small-sided game play, including those from other cultures. ● Catch using an implement in a small sided game play. ● Pass and receive with an implement in combination with locomotor patterns of running and change of direction, speed and level with competency within small sided invasion games, including those from other cultures. ● Throw a leading pass to a moving partner off a dribble or pass. ● Execute at least two of the following to create open space during small-sided game play: pivots, fakes, jab steps, screens, give and go. ● Dribble with dominant and nondominant hands using a change of speed and direction in small-sided game play. ● Foot-dribbles or dribbles with an implement with control, changing speed and direction and during small-sided game play, including those from other cultures. ● Shoot on goal for power and accuracy in small-sided invasion games, including those from other cultures. ● Drop-step in the direction of the pass during player-to-player defense. ● Consistently perform a mature throwing pattern, with accuracy and control, for target activity in a small-sided game, including those from other cultures. ● Strike, with an implement, a stationary object for accuracy and power in a smallsided game, including those from other cultures.

<p>Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>PE.S2.M1 Creating Space (with movement)</p> <p>PE.S2.M2 Creating Space (with offensive tactics)</p> <p>PE.S2.M3 Reducing Space (changing the size and shape)</p> <p>PE.S2.M4 Reducing Space (using denial)</p> <p>PE.S2.M5 Transition</p> <p>PE.S2.M11 Movement Concepts, Principles, and Knowledge</p> <p>PE.S2.M9 Fielding and Striking Games: Offensive Strategies</p> <p>PE.S2.M10 Fielding and Striking Games: Reducing Space</p> <p>PE.S2.M8 Target Games: Shot Selection</p>	<ul style="list-style-type: none"> ● Open and close space during small-sided game play by combining locomotor patterns with movement concepts. ● Execute during at least one small-sided game the following offensive tactics to create open space: moves to create open space on and off the ball; stay spread on offense; use a variety of passes, fakes, and pathways; give and go. ● Reduce open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). ● Reduce open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. ● Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage. ● Apply Newton’s Three Laws of Motion to various physical activities. ● Use sacrifice situations and attempt to advance a teammate. ● Analyze and apply defensive strategy by collaborating with teammates to maximize coverage. ● Vary the speed, force, and trajectory of the shot based on the location of the object in relation to the target.

<p>Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p>	<p>PE.S3.14 Knowledge application</p> <p>PE.S3.M15 Knowledge Application</p> <p>PE.S3.M7 Fitness Knowledge: Warm Up and Cool Down</p> <p>PE.S3.M8 Fitness Knowledge: Cardio-respiratory</p> <p>PE.S3.M16 Knowledge Application</p>	<ul style="list-style-type: none"> ● Plan and implement a fitness program to include aerobic, strength, endurance, functional fitness, and flexibility training. ● Log and analyze participation in a self selected lifetime activity outside of the school day. ● Design and implement a warm-up and cool-down regimen for a self-selected physical activity. ● A. Demonstrate how the RPE Scale can be used to adjust workout intensity during physical activity. B. Adjusts pacing to keep heart rate in the target zone, using technology if available (e.g., heart rate monitor), to self-monitor aerobic intensity. ● Participate in moderate to vigorous aerobic and muscle- and bone-strengthening physical activity for at least 60 minutes a day at least 5 times a week.
<p>Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.</p>	<p>PE.S4.M1 Safety</p> <p>PE.S4.M2.8 Social Awareness: Procedures and Protocols</p> <p>PE.S4.M3.8 Social Awareness</p> <p>PE.S4.M4.8 Self-management: Goal Setting</p> <p>PE.S4.M5.8 Relationship Skills: Feedback</p> <p>PE.S4.M7.8 Decision-making</p> <p>PE.S4.M6 Relationship Skills: Conflict Resolution</p>	<ul style="list-style-type: none"> ● Independently implement safety protocols and identify the impact of those decisions. ● Apply procedures and protocols by acting as an official for modified physical activities and games, and during individual activities. ● Respectfully acknowledge perceived differences and support diversity. ● Assess and analyze the progress toward (S.M.A.R.T.) goals to determine next steps required to continue progressing. ● Independently provide and accept positive and constructive feedback to a peer using clear communication skills, to improve performance. ● Explain how various factors and solutions influence decision-making. ● Apply negotiation skills and conflict resolution strategies to resolve differences.

<p>Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>PE.S5.M1 Health and Wellbeing</p> <p>PE.S5.M2 Self-awareness and Self-management: Challenge and Growth Mindset</p> <p>PE.S5.M3 Self-expression and Enjoyment</p> <p>PE.S5.M4 Self-expression and Enjoyment</p> <p>PE.S5.M5 Social Interaction</p> <p>PE.S5.M6 Social Interaction</p>	<ul style="list-style-type: none"> ● Explain the connections between physical activity, skill development and fitness to overall health and well-being. ● Independently, identify, integrate and utilize personal strengths in overcoming challenges for further development and success. ● Discuss how enjoyment could be increased in self-selected physical activities. ● Identify and participate in an enjoyable activity that prompts individual self expression. ● Identify expressions of empathy for others in various physical activities. ● Identify opportunities for social support in a self-selected physical activity or dance.
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ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Performance-Based Task Description(s):

- Performance assessments are regularly used throughout instruction. These assessments include the use of a daily physical education rubric, as well as written and skill assessments.

Success Criteria Rubrics

- [Standards-aligned rubrics](#) are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- *Feedback targeted to skill student is working towards*
- *Small group or individual skill work as needed*
- *Quick write or oral discourse on essential questions or unit specific topic*
- *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- *Formative skills checks*
- *Key vocabulary checks*
- *peer observation & feedback*
- *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- *Positive reinforcement to application of feedback, redirection when application does not occur.*

Strategies for Varied Level Learners

<input type="checkbox"/> Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	<input type="checkbox"/> Vary activities and assessment methods.	<input type="checkbox"/> Vary the activity/exercise length of time or intensity.e.
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<input type="checkbox"/> Vary level of prompting, communication method, or reflection questioning used.	<input type="checkbox"/> Vary goal creation, self assessments, and fitness plan.	<input type="checkbox"/> Establish clear expectations and vary reinforcement.
<input type="checkbox"/> Vary method of recording physical activity.	<input type="checkbox"/> Vary interactions and group makeup.	<input type="checkbox"/> Other:

Unit 2: Fitness Development

The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. Students will be participating in a variety of moderate to vigorous activities that challenge themselves to improve their overall fitness. These may include FITNESSGRAM and fitness apps.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- How will practicing skills improve my physical performance?
- Why should I be physically active?
- How will physical activity make me a healthy person?
- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

UNIT PRIORITY STANDARDS: <i>Students will know and be able to...</i>	LEARNING PRIORITY	LEARNING TARGETS: <i>I can...</i>
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	PE.S1.M21 Outdoor Pursuits/ Adventure Activities PE.S1.M1 Dance and Rhythms	<ul style="list-style-type: none"> ● Demonstrate correct technique for basic skills in at least two selected individual performance or outdoor activities. ● Exhibit command of rhythm and timing by creating a movement sequence to music as a group.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	PE.S2.M11 Movement Concepts, Principles, and Knowledge	<ul style="list-style-type: none"> ● Apply Newton's Three Laws of Motion to various physical activities

<p>Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p>	<p>PE.S3.M1 Physical Activity Knowledge: Barriers</p> <p>PE.S3.M2 Fitness Knowledge: Components</p> <p>PE.S3.M3 Fitness Knowledge</p> <p>PE.S3.M4 Fitness Knowledge: Flexibility</p> <p>PE.S3.M5 Fitness Knowledge: Health-Related Fitness Components</p> <p>PE.S3.M6 Fitness Knowledge: FITT Principle (frequency, intensity, time, and type)</p> <p>PE.S3.M7 Fitness Knowledge: Warm Up and Cool Down</p> <p>PE.S3.M8 Fitness Knowledge: Cardio-respiratory</p> <p>PE.S3.M9 Fitness Knowledge: Body Systems</p> <p>PE.S3.M10 Assessment and Program Planning</p> <p>PE.S3.M11 Assessment and Program Planning</p> <p>PE.S3.M12 Nutrition: Healthy Nutritional Choices</p> <p>PE.S3.M13 Mindfulness and Stress Management</p> <p>PE.S3.M14 Knowledge Application</p> <p>PE.S3.M15 Knowledge Application</p> <p>PE.S3.M16 Knowledge Application</p>	<ul style="list-style-type: none"> ● Evaluate personal barriers' long-term impacts on life and refine personal plans to eliminate barriers. ● Compare and contrast health-related fitness and skill-related fitness components. ● Utilize available technology to self-monitor the quantity of exercise needed for a minimal health standard and optimal functioning based on current fitness level. ● Describe the role of flexibility in injury prevention. ● Describe how to improve aerobic capacity, anaerobic capacity, muscular strength, and muscular endurance. ● Apply the overload principle (FITT formula) in preparing a personal workout. ● Design and implement a warm-up and cool-down regimen for a self-selected physical activity. ● A. Demonstrate how the RPE Scale can be used to adjust workout intensity during physical activity. B. Adjusts pacing to keep heart rate in the target zone, using technology if available (e.g., heart rate monitor), to self-monitor aerobic intensity. ● Explain how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. ● Design and implement a program of remediation for three areas of improvement based on the results of health-related fitness assessment. ● Design and implement a program to improve levels of health-related fitness and nutrition ● Develop strategies for balancing healthy food, snacks, and water intake along with daily physical activity. ● Demonstrate basic movements used in other stress-reducing activities such as yoga and tai chi. ● Plan and implement a fitness program to include aerobic, strength, endurance, functional fitness, and flexibility training. ● Log and analyze participation in a self-selected lifetime activity outside of the school day. ● Participate in moderate to vigorous aerobic and muscle- and bone strengthening physical activity for at least 60 minutes a day at least 5 times a week.
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<p>Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.</p>	<p>PE.S4.M1 Safety</p> <p>PE.S4.M2.8 Social Awareness: Procedures and Protocols</p> <p>PE.S4.M3.8 Social Awareness</p> <p>PE.S4.M4.8 Self-management: Goal Setting</p> <p>PE.S4.M5.8 Relationship Skills: Feedback</p> <p>PE.S4.M6 Relationship Skills: Conflict Resolution</p> <p>PE.S4.M7.8 Decision-making</p>	<ul style="list-style-type: none"> Independently implement safety protocols and identify the impact of those decisions. Apply procedures and protocols by acting as an official for modified physical activities and games, and during individual activities. Respectfully acknowledge perceived differences and support diversity. Assess and analyze the progress toward (S.M.A.R.T.) goals to determine next steps required to continue progressing. Independently provide and accept positive and constructive feedback to a peer using clear communication skills, to improve performance. Apply negotiation skills and conflict resolution strategies to resolve differences. Explain how various factors and solutions influence decision-making.
<p>Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>PE.S5.M1 Health and Wellbeing</p> <p>PE.S5.M2 Self-awareness and Self-management: Challenge and Growth Mindset</p> <p>PE.S5.M3 Self-expression and Enjoyment</p> <p>PE.S5.M4 Self-expression and Enjoyment</p> <p>PE.S5.M5 Social Interaction</p> <p>PE.S5.M6 Social Interaction</p>	<ul style="list-style-type: none"> Explain the connections between physical activity, skill development and fitness to overall health and well-being. Independently, identify, integrate and utilize personal strengths in overcoming challenges for further development and success. Discuss how enjoyment could be increased in self-selected physical activities. Identify and participate in an enjoyable activity that prompts individual self expression. Identify expressions of empathy for others in various physical activities. Identify opportunities for social support in a self-selected physical activity or dance.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Performance-Based Task Description(s):

- Performance assessments are regularly used throughout instruction. These assessments include the use of a daily physical education rubric, as well as written and skill assessments.

Success Criteria Rubrics

- [Standards-aligned rubrics](#) are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- *Feedback targeted to skill student is working towards*
- *Small group or individual skill work as needed*
- *Quick write or oral discourse on essential questions or unit specific topic*
- *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- *formative skills checks*
- *Key vocabulary checks*
- *peer observation & feedback*
- *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- *Positive reinforcement to application of feedback, redirection when application does not occur.*

Strategies for Varied Level Learners

<input type="checkbox"/> Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	<input type="checkbox"/> Vary activities and assessment methods.	<input type="checkbox"/> Vary the activity/exercise length of time or intensity.e.
<input type="checkbox"/> Vary level of prompting, communication method, or reflection questioning used.	<input type="checkbox"/> Vary goal creation, self assessments, and fitness plan.	<input type="checkbox"/> Establish clear expectations and vary reinforcement.
<input type="checkbox"/> Vary method of recording physical activity.	<input type="checkbox"/> Vary interactions and group makeup.	<input type="checkbox"/> Other:

Unit 3: Racquet and Net Games

Students will focus on enhancing eye-hand coordination, communication skills, develop and utilize strategies that will allow them to increase social awareness, decision making skills, and communication skills. Students will participate in a variety of cooperative games and challenges. These may include: Tennis, Volleyball, Badminton, or Pickleball.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- How will practicing skills improve my physical performance?
- Why should I be physically active?
- How will physical activity make me a healthy person?
- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

UNIT PRIORITY STANDARDS:

Students will know and be able to...

LEARNING PRIORITY

LEARNING TARGETS:

I can...

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

PE.S1.M11 Net/Wall Games:
Serving

PE.S1.M12 Net/Wall Games:
Striking

PE.S1.M13 Net/Wall Games:
Forehand and Backhand

PE.S1.M14 Net/Wall Games:
Weight Transfer

PE.S1.M15 Net/Wall Games:

- Execute an underhand serve for distance and accuracy for net and wall games, including those from other cultures.
- Strike with a mature overhand pattern in modified net/wall games, including those from other cultures.
- Demonstrate the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games, including those from other cultures.
- Transfer weight with correct timing using a low to high striking pattern with a long-handled implement on the forehand and backhand sides.

	<p>Volley</p> <p>PE.S1.M16 Net/Wall Games: Two-hand Volley</p> <p>E.S1.M17 Target Games: Throwing</p> <p>PE.S1.M18 Target Games: Striking</p> <p>PE.S1.M19 Fielding and Striking Games: Striking</p> <p>PE.S1.M20 Fielding and Striking Games: Catching</p> <p>PE.S1.M21 Outdoor Pursuits/ Adventure Activities</p>	<ul style="list-style-type: none"> • Forehand and backhand volley with a mature form and control using a short-handled implement during modified game play, including those from other cultures. • Two-hand volley with control in a small-sided game, including those from other cultures. • Consistently perform a mature throwing pattern, with accuracy and control, for target activity in a small-sided game, including those from other cultures. • Strike, with an implement, a stationary object for accuracy and power in a small-sided game, including those from other cultures. • Strike an object with an implement for power to open space in a variety of small-sided game play, including those from other cultures. • Catch, using an implement, from different trajectories and speeds in small-sided game play, including those from other cultures. • Demonstrate correct technique for basic skills in at least two selected individual performance or outdoor activities.
<p>Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>PE.S2.M6 Net/Wall Games: Creating Space (through variation)</p> <p>PE.S2.M7 Net/Wall Games:</p>	<ul style="list-style-type: none"> • Create open space in net/wall games with either a long- or short-handled implement by varying force or direction and by moving the opponent from side to side and forward and back. • Vary placement, force, and timing of return to prevent

	<p>Using Tactics and Shots</p> <p>PE.S2.M8 Target Games: Shot Selection</p> <p>PE.S2.M10 Fielding and Striking Games: Reducing Space</p> <p>PE.S2.M11 Movement Concepts, Principles, and Knowledge</p> <p>PE.S2.M1 Invasion Games: Creating Space (with movement)</p> <p>PE.S2.M2 Invasion Games: Creating Space (with offensive tactics)</p> <p>PE.S2.M3 Invasion Games: Reducing Space (changing the size and shape)</p> <p>PE.S2.M4 Invasion Games: Reducing Space (using denial)</p> <p>PE.S2.M5 Invasion Games: Transition</p> <p>PE.S2.M9 Fielding and Striking Games: Offensive Strategies</p>	<p>anticipation by the opponent.</p> <ul style="list-style-type: none"> ● Vary the speed, force, and trajectory of the shot based on the location of the object in relation to the target. ● Analyze and apply defensive strategy by collaborating with teammates to maximize coverage. ● Apply Newton's Three Laws of Motion to various physical activities ● Open and close space during small-sided game play by combining locomotor patterns with movement concepts. ● Execute during at least one small-sided game the following offensive tactics to create open space: moves to create open space on and off the ball; stay spread on offense; use a variety of passes, fakes, and pathways; give and go. ● Reduce open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). ● Reduce open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. ● Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage. ● Use sacrifice situations and attempt to advance a teammate.
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<p>Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p>	<p>PE.S3.M1 Physical Activity Knowledge: Barriers</p> <p>PE.S3.M7 Fitness Knowledge: Warm Up and Cool Down</p> <p>PE.S3.M14 Knowledge Application</p> <p>PE.S3.M15 Knowledge Application</p> <p>PE.S3.M16 Knowledge Application</p>	<ul style="list-style-type: none"> • Evaluate personal barriers' long-term impacts on life and refine personal plans to eliminate barriers. • Design and implement a warm-up and cool-down regimen for a self- selected physical activity. • Plan and implement a fitness program to include aerobic, strength, endurance, functional fitness, and flexibility training. • Log and analyze participation in a self selected lifetime activity outside of the school day. • Participate in moderate to vigorous aerobic and muscle- and bone strengthening physical activity for at least 60 minutes a day at least 5 times a week
<p>Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.</p>	<p>PE.S4.M1 Safety</p> <p>PE.S4.M2 Social Awareness: Procedures and Protocols</p> <p>PE.S4.M3 Social Awareness</p> <p>PE.S4.M4 Self-management: Goal Setting</p> <p>PE.S4.M5 Relationship Skills: Feedback</p> <p>PE.S4.M6 Relationship Skills: Conflict Resolution</p> <p>PE.S4.M7 Decision-making</p>	<ul style="list-style-type: none"> • Independently implement safety protocols and identify the impact of those decisions. (WSEL C 22) • Apply procedures and protocols by acting as an official for modified physical activities and games, and during individual activities. • Respectfully acknowledge perceived differences and support diversity. (WSEL C 14) • Respectfully acknowledge perceived differences and support diversity. (WSEL C 14) • Independently provide and accept positive and constructive feedback to a peer using clear communication skills, to improve performance. (WSEL C 17) • Apply negotiation skills and conflict resolution strategies to resolve differences. (WSEL C 19) • Explain how various factors and solutions influence decision-making. (WSEL C 20)
<p>Standard 5: The student will recognize the value of physical activity for health, enjoyment,</p>	<p>PE.S5.M1 Health and Wellbeing</p> <p>PE.S5.M2 Self-awareness</p>	<ul style="list-style-type: none"> • Explain the connections between physical activity, skill development and fitness to overall health and well-being.

<p>challenge, self-expression, and social interaction.</p>	<p>and Self-management: Challenge and Growth Mindset</p> <p>PE.S5.M3 Self-expression and Enjoyment</p> <p>PE.S5.M4 Self-expression and Enjoyment</p> <p>PE.S5.M5 Social Interaction</p> <p>PE.S5.M6 Social Interaction</p>	<ul style="list-style-type: none"> ● Independently, identify, integrate and utilize personal strengths in overcoming challenges for further development and success. ● Discuss how enjoyment could be increased in self-selected physical activities. ● Identify and participate in an enjoyable activity that prompts individual self expression. ● Identify expressions of empathy for others in various physical activities. ● Identify opportunities for social support in a self-selected physical activity or dance.
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Strategies for Varied Level Learners

<input type="checkbox"/> Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	<input type="checkbox"/> Vary activities and assessment methods.	<input type="checkbox"/> Vary the activity/exercise length of time or intensity.e.
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<input type="checkbox"/> Vary level of prompting, communication method, or reflection questioning used.	<input type="checkbox"/> Vary goal creation, self assessments, and fitness plan.	<input type="checkbox"/> Establish clear expectations and vary reinforcement.
<input type="checkbox"/> Vary method of recording physical activity.	<input type="checkbox"/> Vary interactions and group makeup.	<input type="checkbox"/> Other:

Unit 4: Fielding and Striking

Students will experience a variety of field and striking games. These games provide learners opportunities to develop skills that may be used in recreation and leisure activities throughout one's lifetime. Examples include softball, soccer, floor hockey, golf, spikeball, kickball, etc.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- How will practicing skills improve my physical performance?
- Why should I be physically active?
- How will physical activity make me a healthy person?
- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

UNIT PRIORITY STANDARDS: <i>Students will know and be able to...</i>	LEARNING PRIORITY	LEARNING TARGETS: <i>I can...</i>
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	PE.S1.M18 Target Games: Striking PE.S1.M19 Fielding and Striking Games: Striking PE.S1.M20 Fielding and Striking Games: Catching PE.S1.M21 Outdoor Pursuits/ Adventure Activities	<ul style="list-style-type: none"> ● Strike, with an implement, a stationary object for accuracy and power in a small-sided game, including those from other cultures. ● Strike an object with an implement for power to open space in a variety of small sided game play, including those from other cultures. ● Catch, using an implement, from different trajectories and speeds in small-sided game play, including those from other cultures. ● Demonstrate correct technique for basic skills in at least two selected

	<p>PE.S1.M17 Target Games: Throwing</p> <p>PE.S1.M2 Invasion Games: Throwing</p> <p>PE.S1.M5 Invasion Games: Passing and Receiving</p> <p>PE.S1.M8 Invasion Games: Dribbling/Object Control</p> <p>PE.S1.M9 Invasion Games: Shooting on Goal</p> <p>PE.S1.M10 Invasion Games: Defensive Skills</p>	<p>individual performance or outdoor activities.</p> <ul style="list-style-type: none"> ● Consistently perform a mature throwing pattern, with accuracy and control, for target activity in a small-sided game, including those from other cultures. ● Throw with a mature pattern for distance or power appropriate to the activity during small-sided game play, including those from other cultures. ● Throw a leading pass to a moving partner off a dribble or pass. ● Foot-dribbles or dribbles with an implement with control, changing speed and direction and during small-sided game play, including those from other cultures. . ● Shoot on goal for power and accuracy in small-sided invasion games, including those from other cultures. ● Drop-step in the direction of the pass during player-to-player defense.
<p>Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>PE.S2.M9 Fielding and Striking Games: Offensive Strategies</p> <p>PE.S2.M10 Fielding and Striking Games: Reducing Space</p> <p>PE.S2.M8 Target Games: Shot Selection</p> <p>PE.S2.M11 Movement Concepts, Principles, and Knowledge</p> <p>PE.S2.M5 Invasion Games: Transition</p>	<ul style="list-style-type: none"> ● Use sacrifice situations and attempt to advance a teammate. ● Analyze and apply defensive strategy by collaborating with teammates to maximize coverage. ● Vary the speed, force, and trajectory of the shot based on the location of the object in relation to the target. ● Apply Newton’s Three Laws of Motion to various physical activities. ● Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage.

	<p>PE.S2.M4 Invasion Games: Reducing Space (using denial)</p> <p>PE.S2.M3 Invasion Games: Reducing Space (changing the size and shape)</p> <p>PE.S2.M2 Invasion Games: Creating Space (with offensive tactics)</p> <p>PE.S2.M1 Invasion Games: Creating Space (with movement)</p>	<ul style="list-style-type: none"> ● Reduce open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. ● Reduce open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). ● Execute during at least one small-sided game the following offensive tactics to create open space: moves to create open space on and off the ball; stay spread on offense; use a variety of passes, fakes, and pathways; give and go. ● Open and close space during small-sided game play by combining locomotor patterns with movement concepts.
<p>Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p>	<p>PE.S3.M4 Fitness Knowledge: Flexibility</p> <p>PE.S3.M7 Fitness Knowledge: Warm Up and Cool Down</p> <p>PE.S3.M8 Fitness Knowledge: Cardio-respiratory</p> <p>PE.S3.M15 Knowledge Application</p> <p>PE.S3.M16 Knowledge Application</p>	<ul style="list-style-type: none"> ● Describe the role of flexibility in injury prevention. ● Design and implement a warm-up and cool-down regimen for a self-selected physical activity. ● Demonstrate how the RPE Scale can be used to adjust workout intensity during physical activity. ● Adjusts pacing to keep heart rate in the target zone, using technology if available (e.g., heart rate monitor), to self-monitor aerobic intensity. ● Log and analyze participation in a self selected lifetime activity outside of the school day. ● Participate in moderate to vigorous aerobic and muscle- and bone-

		strengthening physical activity for at least 60 minutes a day at least 5 times a week.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	<p>PE.S4.M1 Safety</p> <p>PE.S4.M2 Social Awareness: Procedures and Protocols</p> <p>PE.S4.M3 Social Awareness</p> <p>PE.S4.M4 Set attainable and realistic short-term (S.M.A.R.T) goals.</p> <p>PE.S4.M5 Relationship Skills: Feedback</p> <p>PE.S4.M6 Relationship Skills: Conflict Resolution</p> <p>PE.S4.M7 Decision-making</p>	<ul style="list-style-type: none"> Independently implement safety protocols and identify the impact of those decisions. Apply procedures and protocols by acting as an official for modified physical activities and games, and during individual activities. Respectfully acknowledge perceived differences and support diversity. Assess and analyze the progress toward (S.M.A.R.T.) goals to determine next steps required to continue progressing. Independently provide and accept positive and constructive feedback to a peer using clear communication skills, to improve performance. Apply negotiation skills and conflict resolution strategies to resolve differences. Explain how various factors and solutions influence decision-making.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	<p>PE.S5.M1 Health and Wellbeing</p> <p>PE.S5.M2 Self-awareness and Self-management: Challenge and Growth Mindset</p> <p>PE.S5.M3 Self-expression and Enjoyment</p> <p>PE.S5.M4 Self-expression and Enjoyment</p> <p>PE.S5.M5 Social Interaction</p> <p>PE.S5.M6 Social Interaction</p>	<ul style="list-style-type: none"> Explain the connections between physical activity, skill development and fitness to overall health and well-being. Independently, identify, integrate and utilize personal strengths in overcoming challenges for further development and success. Discuss how enjoyment could be increased in self-selected physical activities. Identify and participate in an enjoyable activity that prompts individual self expression. Identify expressions of empathy for others in various physical activities. Identify opportunities for social support in a self-selected physical activity or dance.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Performance-Based Task Description(s):

→ Performance assessments are regularly used throughout instruction. These assessments include the use of a daily physical education

rubric, as well as written and skill assessments.

Success Criteria Rubrics

→ [Standards-aligned rubrics](#) are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)
- Feedback targeted to skill student is working towards
- Small group or individual skill work as needed
- Quick write or oral discourse on essential questions or unit specific topic
- Analysis and reflection on fitness assessment data (e.g.- heart rate),
- formative skills checks
- Key vocabulary checks
- peer observation & feedback
- Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills
- Positive reinforcement to application of feedback , redirection when application does not occur.

Strategies for Varied Level Learners

<input type="checkbox"/> Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	<input type="checkbox"/> Vary activities and assessment methods.	<input type="checkbox"/> Vary the activity/exercise length of time or intensity.e.
<input type="checkbox"/> Vary level of prompting, communication method, or reflection questioning used.	<input type="checkbox"/> Vary goal creation, self assessments, and fitness plan.	<input type="checkbox"/> Establish clear expectations and vary reinforcement.
<input type="checkbox"/> Vary method of recording physical activity.	<input type="checkbox"/> Vary interactions and group makeup.	<input type="checkbox"/> Other: