

Standards-Based Yearly Plan (8th Grade)

All units are included in this yearly plan to provide teachers with the flexibility to choose from a variety of units/activities to address each standard that best meets the needs of individual circumstances (facilities, equipment, ability levels, etc.).

Fitness is meant to be a year-round unit, scheduled weekly to reinforce and teach the importance of routine MVPA.

Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
Self-Responsibility	<ul style="list-style-type: none"> Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants. Organize and work cooperatively with a group to achieve the goals of the group. 	<i>Peer Coach Self Check Teacher Rubrics (Cooperatives)</i> <i>Coulda Shoulda Woulda (all units)</i>	<ul style="list-style-type: none"> <i>Adventure Racing 101</i> <i>Poker Adventure Race</i> <i>Final Cooperative Adventure Race</i> <i>Team Events</i> 	Cooperatives Various Units
Social Interaction	<ul style="list-style-type: none"> Identify the contributions of members of a group or team and reward members for accomplishing a task or goal. 	<i>MS Unit Written Test Peer Coach Self Check Teacher Rubrics (Cooperatives)</i> <i>Coulda Shoulda Woulda (all units)</i>	<ul style="list-style-type: none"> <i>Phone Home</i> <i>Down the Line</i> <i>Radio Control</i> <i>Turnstile</i> 	Cooperatives
Group Dynamics	<ul style="list-style-type: none"> Accept the roles of group members within the structure of a game or activity. Describe leadership roles and responsibilities in the context of team games and activities. Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals. 	<i>Cooperatives: MS Unit Written Tests Peer Coach Self Check Teacher Rubrics Coulda Shoulda Woulda (all units)</i>	<ul style="list-style-type: none"> <i>Pattern Tosses</i> <i>Adventure Racing 101</i> <i>Log Jam</i> <i>Poker Adventure Race</i> <i>Centipede Pass</i> <i>Corridor Challenge</i> <i>Hands Free</i> <i>Cooperatives Adventure Race</i> <i>Cross the Great Divide</i> <i>Radioactive River</i> <i>Karrimor International Mountain Marathon</i> 	Cooperatives

Standards-Based Yearly Plan (8th Grade)

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<p>Fitness Aerobic Capacity</p>	<ul style="list-style-type: none"> Participate in MVPA a minimum of 4 days/week. Refine personal fitness goals for each of the 5 components of health-related fitness, using research-based criteria. Develop a 2-week personal fitness plan with proper warm-up/cool-down and the principles of exercise for each of the 5 components of health-related fitness. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubrics (Fitness)</i></p> <p><i>Student Portfolio (SPARKfit Fitness Lab)</i></p>	<ul style="list-style-type: none"> <i>Gotta Have Heart</i> <i>Aerobic Capacity Circuit</i> <i>Heart Rate Highway</i> <i>Combining Aerobic Capacity and Flexibility</i> <i>Fitness Lab</i> 	<p>Fitness SPARKfit</p>
<p>Fitness Muscular Strength & Endurance</p>	<ul style="list-style-type: none"> Identify/apply basic principles in weight/resistance training including safety practices. Refine personal fitness goals for each of the 5 components of fitness, using research-based criteria. Develop a 2-week personal fitness plan with proper warm-up/cool-down and the principles of exercise for each of the 5 components of health-related fitness. 	<p><i>MS Unit Written Tests</i> <i>Peer Coach Self Check</i> <i>Teacher Rubrics (Fitness)</i></p> <p><i>Student Portfolio (SPARKfit Fitness Lab)</i></p>	<ul style="list-style-type: none"> <i>Basic Exercise Techniques</i> <i>Fitness in the Middle</i> <i>Resistance Band Workout</i> <i>Stability Ball and Medicine Ball Workout</i> <i>Balancing Strength and Flexibility Circuit</i> <i>Fitness Lab</i> 	<p>Fitness SPARKfit</p>
<p>Fitness Flexibility</p>	<ul style="list-style-type: none"> Refine personal fitness goals for each of the 5 components of fitness, using research-based criteria. Develop a 2-week personal fitness plan with proper warm-up/cool-down and the principles of exercise for each of the 5 components of health-related fitness. 	<p><i>MS Unit Written Tests</i> <i>Teacher Rubrics (Fitness)</i></p> <p><i>Student Portfolio (SPARKfit Fitness Lab)</i></p>	<ul style="list-style-type: none"> <i>Range of Motion Circuit</i> <i>Balancing Strength and Flexibility Circuit</i> <i>Introduction to Yoga</i> <i>Introduction to Pilates</i> <i>Combining Aerobic Capacity and Flexibility</i> <i>Fitness Lab</i> 	<p>Fitness SPARKfit</p>

Standards-Based Yearly Plan (8th Grade)

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<p>Fitness Body Composition</p>	<ul style="list-style-type: none"> • Explain the effects of nutrition and physical activity on weight control, self-concept, and physical performance. • Refine personal fitness goals for each of the 5 components of fitness, using research-based criteria. • Develop a 2-week personal fitness plan with proper warm-up/cool-down and the principles of exercise for each of the 5 components of health-related fitness. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubrics (Fitness)</i></p> <p><i>Student Portfolio (SPARKfit Fitness Lab)</i></p>	<ul style="list-style-type: none"> • <i>Body Composition Circuit</i> • <i>Body Composition BINGO</i> • <i>Build a Pyramid</i> • <i>Nutrition Team Challenge</i> • <i>Fruit Smoothie</i> 	<p>Fitness SPARKfit</p>
<p>Fitness Assessment</p>	<ul style="list-style-type: none"> • Assess the 5 components of health-related fitness by using a scientifically based health-related fitness assessment. • Identify and evaluate 3 preferences for lifelong activity. Determine responsibility for developing skills, knowledge of concepts, and achieving fitness. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubrics (Fitness)</i></p> <p><i>Student Portfolio (SPARKfit Fitness Lab)</i></p>	<ul style="list-style-type: none"> • <i>Personally Fit Challenges</i> • <i>SPARKfit</i> 	<p>Fitness SPARKfit</p>

Standards-Based Yearly Plan (8th Grade)

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<p>Application of fitness concepts to sport/physical activity</p>	<ul style="list-style-type: none"> • Identify ways of increasing routine daily physical activity. • Explain the different types of conditioning for different physical activities. • Plan and implement a 2-week personal fitness plan in collaboration with a teacher. • Assess periodically the attainment of/progress toward, personal fitness goals and make necessary adjustments to a personal physical fitness program. • Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury). • Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by weather, travel from home, or a minor injury. 	<p><i>MS Unit Written Tests</i> <i>Peer Coach Self Check</i> <i>Teacher Rubrics (Fitness)</i></p> <p><i>Student Portfolio (SPARKfit Fitness Lab)</i></p>	<ul style="list-style-type: none"> • <i>Personally Fit Challenges</i> • <i>SPARKfit</i> 	<p>Fitness SPARKfit</p>
<p>Rhythmic skills Jump Rope</p>	<ul style="list-style-type: none"> • Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric Self-Check</i> <i>Peer Coach</i> <i>Coulda Woulda Shoulda (Jump Rope)</i></p>	<ul style="list-style-type: none"> • <i>Individual Trick Circuit</i> • <i>Partner Trick Circuit</i> • <i>Long Rope Skills</i> • <i>Double Dutch</i> • <i>Create a Routine</i> 	<p>Jump Rope</p>

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<p>Rhythmic skills Dance</p>	<ul style="list-style-type: none"> Identify and demonstrate dance steps, positions, and patterns set to music. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self-Check</i> <i>Peer Coach</i> (Dance)</p>	<ul style="list-style-type: none"> <i>Pencil Full of Lead Poco Loco</i> <i>Corazon Espinado Poco Loco</i> <i>Hip Hop Basic Moves Jigsaw</i> <i>Swing Etiquette and Basics</i> <i>Swing Jigsaw (Lady's Turns, Gentleman's Turns)</i> <i>Swing Sweetheart</i> <i>More Swing Moves</i> 	<p>Dance</p>
<p>Combinations of movement patterns and skills Dance</p>	<ul style="list-style-type: none"> Create and perform a dance. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self-Check</i> <i>Peer Coach</i> (Dance)</p>	<ul style="list-style-type: none"> <i>Create a Hip Hop Routine</i> <i>Create your own Swing Moves</i> 	<p>Dance</p>
<p>Movement concepts Stunts and Tumbling</p>	<ul style="list-style-type: none"> Demonstrate fundamental gymnastic/tumbling skills. 	<p><i>Self Check</i> <i>Peer Coach</i> <i>Teacher Rubric</i> (Stunts and Tumbling)</p>	<ul style="list-style-type: none"> <i>Self-Guided Tour</i> <i>Partner Stunts</i> 	<p>Stunts</p>
<p>Combinations of movement patterns and skills Stunts and Tumbling</p>	<ul style="list-style-type: none"> Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor/nonlocomotor movement patterns, and the elements of speed, direction, and level. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self-Check</i> <i>Peer Coach</i> (Stunts and Tumbling)</p>	<ul style="list-style-type: none"> <i>Creating Combinations</i> <i>Stunts and Tumbling Buffet</i> <i>Create a Routine</i> 	<p>Stunts</p>

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<p>Manipulative skills Basketball</p>	<ul style="list-style-type: none"> Apply locomotor, nonlocomotor, and manipulative skills to team physical activities. Describe/demonstrate how movement skills learned in one activity are transferred and used to help learn another physical activity. Explain rotation principles used in performing various manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self-Check</i> <i>Peer Coach</i> (Basketball)</p>	<ul style="list-style-type: none"> <i>Dribbling to Open Space</i> <i>Position and Pivot</i> <i>Partner Passing</i> <i>Passing Stations</i> <i>Pass or Dribble?</i> <i>Introduction to Shooting</i> <i>Moving to Open Space</i> <i>Give and Go</i> <i>Basketball Adventure Race</i> 	<p>Basketball</p>
<p>Combinations of movement patterns and skills Basketball</p>	<ul style="list-style-type: none"> Demonstrate basic offensive/ defensive skills and strategies in team physical activities. Diagram, explain, and justify offensive/defensive strategies in modified and team sports, games, and activities. Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubrics</i> (Basketball)</p>	<ul style="list-style-type: none"> <i>Give and Go with Post Players</i> <i>Defensive Challenge</i> <i>Zone and Player-to-Player Defenses</i> <i>Keep Away (2 on 1)</i> <i>Keep Away (3 on 2)</i> <i>3-Catch with a Post Player</i> <i>3-on-3 Basketball</i> <i>Create a Routine</i> <i>FIBA World Championships</i> 	<p>Basketball</p>
<p>Manipulative skills Football</p>	<ul style="list-style-type: none"> Apply locomotor, nonlocomotor, and manipulative skills to team physical activities. Describe/demonstrate how movement skills learned in one activity are transferred and used to help learn another physical activity. Explain rotation principles used in performing various manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self-Check</i> <i>Peer Coach</i> (Football)</p>	<ul style="list-style-type: none"> <i>Passing and Receiving</i> <i>Pitching</i> <i>Punting</i> <i>Ball-Carrying</i> 	<p>Football</p>

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<p>Combinations of movement patterns and skills Football</p>	<ul style="list-style-type: none"> • Demonstrate basic offensive/ defensive skills and strategies in team physical activities. • Diagram, explain, and justify offensive/defensive strategies in modified and team sports, games, and activities. • Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubrics (Football)</i></p>	<ul style="list-style-type: none"> • <i>Receiver Patterns</i> • <i>Football Adventure Race</i> • <i>Defense</i> • <i>Flag-Pulling</i> • <i>2-Minute Drill</i> • <i>Under Pressure</i> • <i>Quick-Play Mini-Football</i> 	<p>Football</p>
<p>Manipulative skills Flying Disc</p>	<ul style="list-style-type: none"> • Apply locomotor, nonlocomotor, and manipulative skills to team physical activities. • Describe/demonstrate how movement skills learned in one activity are transferred and used to help learn another physical activity. • Explain rotation principles used in performing various manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self-Check</i> <i>Peer Coach (Flying Disc)</i></p>	<ul style="list-style-type: none"> • <i>Backhand Throw/Clap Catch</i> • <i>Forehand Throw/2-Hand C Catch</i> • <i>Hammer Throw/1-Hand C Catch</i> • <i>Distance and Accuracy Disc Throw</i> • <i>Disc Throwing Stations</i> • <i>Disc Golf</i> • <i>Give and Go</i> • <i>Corner-to-Corner Pass and Go</i> • <i>Flying Disc Adventure Race</i> 	<p>Flying Disc</p>
<p>Combinations of movement patterns and skills Flying Disc</p>	<ul style="list-style-type: none"> • Demonstrate basic offensive/ defensive skills and strategies in team physical activities. • Diagram, explain, and justify offensive/defensive strategies in modified and team sports, games, and activities. • Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubrics (Flying Disc)</i></p>	<ul style="list-style-type: none"> • <i>Zone and Person Defense</i> • <i>Keep Away (3 on 1)</i> • <i>3-Catch Disc</i> • <i>Ultimate Flying Disc</i> • <i>Durango Boot</i> • <i>WFDF World Overall Flying Disc Championship</i> 	<p>Flying Disc</p>

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<p>Manipulative skills Soccer</p>	<ul style="list-style-type: none"> • Apply locomotor, nonlocomotor, and manipulative skills to team physical activities. • Describe/demonstrate how movement skills learned in one activity are transferred and used to help learn another physical activity. • Explain rotation principles used in performing various manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self-Check</i> <i>Peer Coach (Soccer)</i></p>	<ul style="list-style-type: none"> • <i>Ball Control Drills</i> • <i>Dribbling Drills</i> • <i>Passing Drills</i> • <i>Bullseye and Long Shot</i> • <i>Shooting and Goaltending</i> • <i>Throw-ins and Punts</i> • <i>Pass and Follow</i> • <i>Corner-to-Corner Pass and Go</i> • <i>Soccer Adventure Race</i> 	<p>Soccer</p>
<p>Combinations of movement patterns and skills Soccer</p>	<ul style="list-style-type: none"> • Demonstrate basic offensive/ defensive skills and strategies in team physical activities. • Diagram, explain, and justify offensive/defensive strategies in modified and team sports, games, and activities. • Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubrics (Soccer)</i></p>	<ul style="list-style-type: none"> • <i>Tackling</i> • <i>Zone and Player-to-Player Defenses</i> • <i>Dribble Keep Away</i> • <i>Keep Away (3-on-1)</i> • <i>Mini-Soccer</i> 	<p>Soccer</p>

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<p>Manipulative skills Hockey</p>	<ul style="list-style-type: none"> • Apply locomotor, nonlocomotor, and manipulative skills to team physical activities. • Describe/demonstrate how movement skills learned in one activity are transferred and used to help learn another physical activity. • Explain rotation principles used in performing various manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self-Check</i> <i>Peer Coach</i> (Hockey)</p>	<ul style="list-style-type: none"> • <i>Introduction to Stick Handling</i> • <i>Dribbling Drills</i> • <i>First to 4</i> • <i>Passing Drills</i> • <i>Face-off</i> • <i>Shooting Drills</i> • <i>Pass and Follow</i> • <i>Corner-to-Corner Pass and Go</i> • <i>Hockey Adventure Race</i> 	<p>Hockey</p>
<p>Combinations of movement patterns and skills Hockey</p>	<ul style="list-style-type: none"> • Demonstrate basic offensive/ defensive skills and strategies in team physical activities. • Diagram, explain, and justify offensive/defensive strategies in modified and team sports, games, and activities. • Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubrics</i> (Hockey)</p>	<ul style="list-style-type: none"> • <i>Zone Defense</i> • <i>Dribble Keep Away</i> • <i>Keep Away (2-on-1)</i> • <i>3-Trap Hockey</i> • <i>Mini-Hockey</i> 	<p>Hockey</p>

Standards-Based Yearly Plan (8th Grade)

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<p>Manipulative skills Golf</p>	<ul style="list-style-type: none"> Describe/demonstrate how movement skills learned in one activity are transferred and used to help learn another physical activity. Explain rotation principles used in performing various manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self-Check</i> <i>Peer Coach</i> (Golf)</p>	<ul style="list-style-type: none"> <i>Putting</i> <i>Putting to Targets</i> <i>Chipping</i> <i>Pitching</i> <i>Bocce Golf</i> <i>Target Golf</i> 	<p>Golf</p>
<p>Combinations of movement patterns and skills Golf</p>	<ul style="list-style-type: none"> Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubrics</i> (Golf)</p>	<ul style="list-style-type: none"> <i>Miniature Golf</i> <i>Chip and Put Course</i> <i>A Round of Golf</i> 	<p>Golf</p>
<p>Manipulative skills Volleyball</p>	<ul style="list-style-type: none"> Apply locomotor, nonlocomotor, and manipulative skills to team physical activities. Describe/demonstrate how movement skills learned in one activity are transferred and used to help learn another physical activity. Explain rotation principles used in performing various manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self-Check</i> <i>Peer Coach</i> (Volleyball)</p>	<ul style="list-style-type: none"> <i>Forearm Pass (Bump)</i> <i>Overhead Pass (Set)</i> <i>Underhand Serve</i> <i>Overhand Serve</i> <i>Serving Challenges</i> <i>Volleyball Stations</i> 	<p>Volleyball</p>
<p>Combinations of movement patterns and skills Volleyball</p>	<ul style="list-style-type: none"> Demonstrate basic offensive/ defensive skills and strategies in team physical activities. Diagram, explain, and justify offensive/defensive strategies in modified and team sports, games, and activities. Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubrics</i> (Volleyball)</p>	<ul style="list-style-type: none"> <i>Volley Tennis</i> <i>Mini-Volleyball</i> <i>Royal Court</i> <i>Volleyball Adventure Race</i> <i>Volleyball Xtreme</i> 	<p>Volleyball</p>

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Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p>Manipulative skills Handball</p>	<ul style="list-style-type: none"> • Describe/demonstrate how movement skills learned in one activity are transferred and used to help learn another physical activity. • Explain rotation principles used in performing various manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self-Check</i> <i>Peer Coach</i> (Handball)</p>	<ul style="list-style-type: none"> • <i>Intro to Overhand Stroke</i> • <i>Intro to Sidearm Stroke</i> • <i>Intro to Underhand Stroke</i> • <i>Intro to the Handball Serve</i> • <i>Target Ball</i> • <i>Extreme Rally</i> • <i>Serve, Return, Catch</i> • <i>Advanced Shots</i> 	<p>Handball</p>
<p>Combinations of movement patterns and skills Handball</p>	<ul style="list-style-type: none"> • Demonstrate basic offensive/ defensive skills and strategies in team physical activities. • Diagram, explain, and justify offensive/defensive strategies in modified and team sports, games, and activities. • Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubrics</i> (Handball)</p>	<ul style="list-style-type: none"> • <i>Handball Adventure Race</i> • <i>Singles/Doubles Game Play</i> • <i>Royal Court</i> 	<p>Handball</p>

Standards-Based Yearly Plan (8th Grade)

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<p>Manipulative skills Racquets and Paddles</p>	<ul style="list-style-type: none"> Describe/demonstrate how movement skills learned in one activity are transferred and used to help learn another physical activity. Explain rotation principles used in performing various manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric Self-Check</i> <i>Peer Coach</i> (Racquets and Paddles)</p>	<ul style="list-style-type: none"> <i>Intro to the Forehand Stroke</i> <i>Intro to the Backhand Stroke</i> <i>Intro to the Lob</i> <i>Intro to the Serve</i> <i>Extreme Rally</i> <i>Serve, Return, Catch</i> <i>Target Ball</i> 	<p>Racquets and Paddles</p>
<p>Combinations of movement patterns and skills Racquets and Paddles</p>	<ul style="list-style-type: none"> Diagram, explain, and justify offensive/defensive strategies in modified and team sports, games, and activities. Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubrics</i> (Racquets and Paddles)</p>	<ul style="list-style-type: none"> <i>Racquets and Paddles Adventure Race</i> <i>Volley Tennis</i> <i>Singles, Doubles Game Play</i> <i>Royal Court</i> 	<p>Racquets and Paddles</p>
<p>Manipulative skills Softball</p>	<ul style="list-style-type: none"> Apply locomotor, nonlocomotor, and manipulative skills to team physical activities. Describe/demonstrate how movement skills learned in one activity are transferred and used to help learn another physical activity. Explain rotation principles used in performing various manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric Self-Check</i> <i>Peer Coach</i> (Softball)</p>	<ul style="list-style-type: none"> <i>Fly Out Throw Out</i> <i>Triangle Fielding</i> <i>Batting Practice</i> <i>Beat the Ball</i> <i>Up the Valley</i> 	<p>Softball</p>
<p>Combinations of movement patterns and skills Softball</p>	<ul style="list-style-type: none"> Demonstrate basic offensive/ defensive skills and strategies in team physical activities. Diagram, explain, and justify offensive/defensive strategies in modified and team sports, games, and activities. Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubrics</i> (Softball)</p>	<ul style="list-style-type: none"> <i>Tee Ball Derby</i> <i>2 Pitch Stickball</i> <i>7v7 Modified Softball</i> 	<p>Softball</p>

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<p>Combinations of movement patterns and skills World Games</p>	<ul style="list-style-type: none"> • Demonstrate basic offensive/ defensive skills and strategies in team physical activities. • Diagram, explain, and justify offensive/defensive strategies in modified and team sports, games, and activities. • Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self-Check</i> <i>Peer Coach</i> (World Games)</p>	<ul style="list-style-type: none"> • <i>Sepak Takraw</i> • <i>Kin-Ball Sport</i> • <i>Modified Cricket</i> • <i>Defenders of the Cone</i> • <i>Modified Team Handball</i> 	<p>World Games</p>
<p>Movement Skills and Concepts Track and Field</p>	<ul style="list-style-type: none"> • Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities. • Explain the rotation principles used in performing various manipulative skills. • Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self-Check</i> <i>Peer Coach</i> (Track and Field)</p>	<ul style="list-style-type: none"> • <i>Sprinting</i> • <i>Hurdling</i> • <i>Jumps</i> • <i>Sprint and Jump Circuit</i> • <i>Shot Put</i> • <i>Throw and Sprint Circuit</i> • <i>800m Run</i> • <i>1600m Run</i> • <i>Baton Relay</i> • <i>Track and Field Adventure Race</i> 	<p>Track and Field</p>