

Grade 8: Winter PE

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> •Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. •Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and other in physically active settings. •Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. •Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. •Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> Shape.1 Develops a variety of motor skills. Shape.2 Applies knowledge related to movement and fitness concepts. Shape.3 Develops social skills through movement. Shape.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	<i>Transfer</i>	
	Students will be able to independently use their learning to identify and maintain a healthy active lifestyle.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life.	ESSENTIAL QUESTIONS • Why do you need to learn fitness concepts from reliable sources help you to stay healthy? • How does being flexible with our physical activities from season to season help with lifelong fitness?
	<i>Acquisition</i>	
	Students will know... • <i>basic rules and strategies for invasion games/sports and net games/sports.</i> • <i>if you play by the rules, groups and partners can play together- even when outside of the school settings.</i> • <i>that games and sports can be a fun way to derive fitness benefits.</i> • <i>that, in recreational and practice settings, games/sports can be adapted to allow for players of different abilities to play together.</i> • <i>the basic concepts of safe fitness: warm up, healthy pace, cool down, and proper personal gear, footwear, and clothing.</i> • <i>that it is very important to play in a safe manner – both for the player and for the others playing with him/her.</i> • <i>that using game and sports equipment properly avoids breaking the equipment and injuring self and others.</i> <u>vocabulary:</u> offense, defense, pass, receive, dribble,	Students will be skilled at... • <i>throwing with a mature pattern for distance or power appropriate to the activity during small-sided game play.</i> • <i>passing and receiving with an implement in combination with loco motor patterns of running and change of direction, speed and/or level with competency in modified invasion games such as lacrosse or hockey (floor, field, ice).</i> • <i>throwing a lead pass to a moving partner off a dribble or pass.</i> • <i>executing at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens.</i> • <i>executing the following offensive skills during small-sided game play: pivot, give & go, and fakes.</i> • <i>dribbling with dominant and non-dominant hands using a change of speed and direction in small-sided game play.</i>

	<i>intercept, goaltend, goalie, shooter, defender, pivot, free throw, in bound, double dribble, carry, drive, stick handle, slap shot, puck, cooperation, competition, warm up, run pace, cardiovascular endurance, stretching, cool down, sweat, hydrate, strength, target heart rate, muscle endurance, flexibility, abdominal, bicep, triceps, quadriceps, hamstring, calf muscle, joints, kettle bell, medicine ball, plank, push up, agility ladder, hurdles, therabands, resistance training, gravity, body weight, balance, eye hand coordination, balance feathers, balance board, spinning plate, juggling, routine, diablo, yoyo, juggle sticks, rotation, spin, belay, carabiner</i>	• <i>shooting on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse.</i> • <i>drop-stepping in the direction of the pass during player-to-player defense.</i> • <i>executing consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball.</i> • <i>striking with a mature overhand pattern in a modified game for net/wall games such as volleyball.</i> • <i>demonstrating the mature form of forehand and backhand strokes with a shorter long-handled implement with power and accuracy in net games such as floor hockey.</i> • <i>transferring weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand side.</i> • <i>performing consistently (70% of the time) a mature underhand pattern with accuracy and control for 1 target game such as curling.</i> • <i>catching, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.</i> • <i>demonstrating correct technique for basic skills in at least 2 self-selected individual-performance activities.</i> • <i>opening and closing space during small-sided game play by combining locomotor movements with movement concepts.</i> • <i>executing at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go</i> • <i>creating open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.</i> • <i>reducing open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)</i> • <i>reducing open space by not allowing the catch</i>
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		<i>groups.</i> • <i>describing the role of flexibility in injury prevention.</i> • <i>designing and implementing a warm-up/ cool-down regimen for a self-selected physical activity.</i> • <i>explaining how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.</i> • <i>designing and implementing a program to improve levels of health-related fitness and nutrition.</i> • <i>demonstrating basic movements used in other stress-reducing activities such as yoga and tai chi</i> • <i>accepting responsibility for improving one's own levels of physical activity and fitness.</i> • <i>using effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.</i> • <i>providing encouragement and feedback to peers without prompting from the teacher.</i> • <i>responding appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.</i> • <i>cooperating with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play.</i> • <i>applying rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.</i> • <i>independently using physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.</i> • <i>identifying the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health.</i> • <i>analyzing the empowering consequences of being physical active.</i> • <i>demonstrating respect for self by asking for help</i>
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		<i>and helping others in various physical activities.</i>
Content Area Literacy Standards		21st Century Skills
• RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. • RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		• solve problems • think creatively • communicate clearly • collaborate with others • interact effectively with others

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1Use	1.OA.1Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1Use	