

Grade 8: Spring PE

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence, and positive social interaction in order to lead a healthy lifestyle. - 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.	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy active lifestyle.	
	Meaning	
	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 - How will being an effective communicator and problem solver help you become more productive in life? - Why is it a good idea for quality of life to find physical activities that you like to do?
	Acquisition	
	Students will know... - basic rules and strategies for invasion games/sports and net games/sports. - if you play by the rules, groups and partners can play together- even when outside of the school settings. - that games and sports can be a fun way to derive fitness benefits. - that, in recreational and practice settings, games/sports can be adapted to allow for players of different abilities to play together. - the basic concepts of safe fitness: warm up, healthy pace, cool down, and proper personal gear, footwear, and clothing. - that it is very important to play in a safe manner – both for the player and for the others playing with him/her. - that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <u>vocabulary:</u> offense, defense, pass, receive, intercept,	Students will be skilled at... - throwing with a mature pattern for distance or power appropriate to the activity during small-sided game play. - catching using an implement in a dynamic environment or modifies game play. - 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. - throwing a lead pass to a moving partner off a dribble or pass. - executing at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens. - executing the following offensive skills during small-sided game play: pivot, give & go, and fakes.

shooter, defender, pivot, free throw, in bound, double dribble, carry, drive, stick handle, cradle, goalie, cooperation, competition, warm up, run pace, cardiovascular endurance, cool down, eye hand coordination, on base, hits, walks, strikes, outs, homerun, force play and innings. Teamwork, Project Adventure, trust, participate, leadership, role, problem solving, belay, carabineer, bocce, croquet, fox tail, putt, drive, grip, hole in one, par, crosse, craddle

- *Foot dribbling or dribbling with an implement with control, changing speed and direction during small-sided game play.*
- *shooting on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse.*
- *drop stepping in the direction of the pass during player-to-player defense.*
- *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.*
- *striking with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis.*
- *demonstrating the mature form of forehand and backhand strokes with a shorter long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball.*
- *transferring weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand side.*
- *forehand and backhand volleying with a mature form and control using a short-handled implement during modified game play.*
- *Two hand volleying with control in a small-sided game.*
- *performing consistently (70% of the time) a mature underhand pattern with accuracy and control for 1 target game such as bowling or bocce.*
- *striking, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard or golf.*
- *striking a pitched ball with an implement for power to open space in a variety of small-sided games.*
- *catching, using an implement, from different trajectories and speeds in a dynamic*

		<i>environment or modified game play.</i> • <i>demonstrating correct technique for basic skills in at least 2 self-selected outdoor activities.</i> • <i>demonstrating correct technique for basic skills in at least 2 self-selected individual-performance activities. (S1.M24.8)</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 (denial) and anticipating the speed of the object and person for the purpose of interception or deflection.</i> • <i>transitioning from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.</i> • <i>creating open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back.</i> • <i>varying placement, force and timing of return to prevent anticipation by opponent.</i> • <i>varying the speed, force and trajectory of the shot based on location of the object in relation to the target.</i> • <i>identifying sacrifice situations and attempt to advance a teammate.</i> • <i>reducing open spaces in the field by working</i>
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		<i>with teammates to maximize coverage.</i> • <i>describing and applying mechanical advantage(s) for a variety of movement patterns.</i> • <i>implementing safety protocols in self-selected outdoor activities.</i> • <i>participating in physical activity 3 times a week outside of physical education class.</i> • <i>participating in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming.</i> • <i>participating in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.</i> • <i>employing a variety of appropriate static stretching techniques for all major muscle groups.</i> • <i>describing the role of flexibility in injury prevention.</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>
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		• <i>developing a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.</i> • <i>discussing how enjoyment could be increased in self-selected physical activities</i> • <i>demonstrating respect for self by asking for help 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	