

| GRADE 6-8 Establishing Positive Classroom Climate | | |
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| Stage 1 Desired Results | | |
| <p>ESTABLISHED GOALS/STANDARDS: Shape America Standards:</p> <p>Shape Standard 4: Students exhibits responsible and social behavior that respects self and others.</p> <p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)</p> <p>Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)</p> <p>Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)</p> | Transfer | |
| | <p><i>Students will be able to identify, demonstrate, and articulate the rules and behavioral expectations of the PE class.</i></p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS Students will understand that... -Physical education class is a class and in the classroom (gymnasium) there is specific etiquette and behavior that must be followed.</p> | <p>ESSENTIAL QUESTIONS What is expected of the students? What is expected of the teacher? What are classroom protocols and guidelines? What are classroom routines? Where can students find information such as the agenda, daily objectives, etc.</p> |
| Acquisition | | |
| | <p><i>Students will know</i> -appropriate etiquette associated with PE class. -Rules and guidelines for respecting peers, teachers, equipment, and facilities. -Expectations for inclusivity -Specific responsibility expectations.</p> | <p><i>Students will be skilled at</i> Identifying rules of the classroom Identifying behavioral expectations Identifying expectations pertaining to personal responsibility in the classroom.</p> |
| Stage 2 Evidence | | |
| Evaluative Criteria | Assessment Evidence | |
| | <p>PERFORMANCE TASK(S): Students articulate and demonstrate behavioral expectations through practice and classroom conversation.</p> | |
| | <p>OTHER EVIDENCE: Exit slips, survey, signed expectation sheet, creating a classroom climate rules sheet.</p> | |
| Stage 3 Learning Plan | | |
| <i>Summary of Key Learning Events and Instruction</i> | | |
| <i>Lesson 1</i> | <i>Focus : Intro to classroom rules, policies, and guidelines</i> | Standard: S4.M1. 6-8 |

Lesson 2

Focus: If necessary a second class elaborating on the rules, policies, and guidelines

Standard: S4.M1. 6-8

| GRADE 8 Sports and Games (invasion games) (Lacrosse, Field Hockey) (Rugby, Flag Football) | | |
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| Stage 1 Desired Results | | |
| <p>ESTABLISHED GOALS/STANDARDS</p> <p>Shape America Standards:</p> <p>Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S1.M7.8)</p> <p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>-Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)</p> <p>-Makes a lead pass to a moving partner off a dribble or pass. (S1.M5.8)</p> <p>-Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)</p> <p>Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>-Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)</p> | Transfer | |
| | <p><i>Students will be able to demonstrate competency in a variety of movement patterns as well as apply knowledge of concepts, principles, tactics, and strategies related to the sports of lacrosse, field hockey and or rugby, and flag football or a similar game(s).</i></p> | |
| | Meaning | |
| | UNDERSTANDINGS | ESSENTIAL QUESTIONS |
| | <p>Students will understand that...</p> <ul style="list-style-type: none"> -To be successful in games and sports one must apply strategies and tactics. -To be successful in games and sports one must practice foundational movement skills/ patterns necessary to the specific sport. -Foundational skills from previous years are being built upon to increase competency. -With practice and intention everyone can become better. | <ul style="list-style-type: none"> -What are the mechanics necessary to successfully make passes with a long handled implement? -What is the definition of being goal side? Why is being goal side an important defensive position? -Why is it important to stay spread out on offense? -Why is it important to act quickly when transitioning from offense to defense? How does communication and making quick decisions play a role in this? |
| Acquisition | | |
| <p><i>Students will know</i></p> <ul style="list-style-type: none"> -the definition of being goal side. -the advantages to playing quickly when transitioning. -the proper mechanics of making a lead pass to a moving partner off of a dribble or a pass (one time/quickly) -the proper mechanics of using a long handled implement in an invasion or team sport. | <p><i>Students will be skilled at</i></p> <ul style="list-style-type: none"> -executing at least two of the following during modified games; pivots, fakes, jab steps, screens. -throwing/making a lead pass to a moving partner off of a dribble or pass -shooting on goal with a long handled implement for power and accuracy -opening and closing space during gameplay. -moving off the ball, using a variety of pathways, changes of direction, give and goes, etc. -staying spread out on offense. -staying goal side of the defender -capitalizing on advantages by transitioning quickly from offense to defense. | |

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| <p>-Executes 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. (S2.M2.8)</p> <p>-Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)</p> <p>-Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). (S2.M4.8)</p> <p>-Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.8)</p> <p>-Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)</p> | | |
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Stage 2 Evidence

| Evaluative Criteria | Assessment Evidence |
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| | <p>PERFORMANCE TASK(S): Students will participate in small sided/ modified games and drills that require them to perform skills and movement concepts as well as exhibit tactics and strategies necessary for the specific sport. The teacher will create a rubric which analyzes each student's ability to apply knowledge learned to the small sided games and drills.</p> |
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| | <p>OTHER EVIDENCE: Exit slips, classroom conversation, classroom observation, homework, etc.</p> |
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Stage 3 Learning Plan

Summary of Key Learning Events and Instruction

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| <i>Lesson 1</i> | <i>Focus: Safety of the Sport (Hockey/Lacrosse)</i> | Standard: (S1.M7.8) |
| <i>Lesson 2</i> | <i>Focus: Stick handling/dribbling</i> | Standard: (S1.M9.8) |
| <i>Lesson 3</i> | <i>Focus: making a lead pass.</i> | Standard: (S1.M5.8) |
| <i>Lesson 4</i> | <i>Focus: Shooting on goal for power and accuracy</i> | Standard: (S1.M10.8) |
| <i>Lesson 5</i> | <i>Focus: Opening and Closing Space/Goal Side Positioning</i> | Standard: (S2.M1.8) (S2.M4.8) |
| <i>Lesson 6</i> | <i>Focus: Taking advantage of transitions.</i> | Standard: (S2.M6.8) |
| <i>Lesson 7</i> | <i>Focus: Modified games focusing on skills and tactics</i> | Standard: See above standards |
| <i>Lesson 8</i> | <i>Focus: Modified games focusing on skills and tactics</i> | Standard: See above standards |
| <i>Lesson 9</i> | <i>Focus: Modified games focusing on skills and tactics</i> | Standard: See above standards |
| <i>Lesson 10</i> | <i>Focus: Performance task assessment which incorporates and assesses students on skills and tactics learned throughout unit.</i> | Standard: All standards taught above. |

| GRADE 8 Games and Sports - Net/Wall Games (volleyball and badminton (only if not used in 7th grade)) | | |
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| Stage 1 Desired Results | | |
| ESTABLISHED GOALS/STANDARDS Shape America Standards: Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. -Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.8) -Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickle- ball, tennis, badminton or paddle ball. (S1.M14.8) -Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play. (S1.M16.8) -Two-hand-volleys with control in a small-sided game. (S1.M17.8) -Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the backhand side. (S1.M15.8) -Identifies the rules and etiquette for physical activities/games and dance activities. (S4.M6.6) | Transfer | |
| | <i>Students will be able to demonstrate competency in the following motor skills/movement patterns in modified games; serving, overhand striking, forehand and backhand strokes, forehand and backhand volleys, two handed volleys.</i> | |
| | Meaning | |
| | UNDERSTANDINGS Students will understand that... -Proper mechanics allow for an individual to be more successful in a variety of motor skills. -with practice people become better at motor skills and movement patterns. -When a sport or activity becomes more dynamic it can be more enjoyable and potentially more difficult. Having the proper foundation allows individuals to flourish in a more dynamic setting. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> - What are the rules for (insert specific sport)? - Why are rules important when playing sports? - Why is etiquette important when playing sports? - What are the proper mechanics of an underhand serve in the sport of...? - Why are the proper mechanics important for being successful? |
| Acquisition | | |
| | <i>Students will know</i> -the rules of specific racket sports taught in PE class. -the mechanics of various shots used in the sports taught. - with practice comes more success. - etiquette of participating in net/wall games. | <i>Students will be skilled at</i> -Underhand serves -overhand strikes -forehand and backhand strokes -Transferring weight with correct timing and striking pattern. -forehand volleys -two handed volleys -All of these should be able to be done in modified games. |
| Stage 2 Evidence | | |
| Evaluative Criteria | Assessment Evidence | |
| | PERFORMANCE TASK(S): | |

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| | Students will perform the following shots in a summative assessment while participating in modified games; <i>overhand striking, forehand and backhand strokes, forehand volleys, and two handed volleys.</i> By doing so students will demonstrate competency in the motor skills/movement patterns above. |
| | OTHER EVIDENCE: Demonstration of proper etiquette Demonstration of rules of the sports/games Classroom conversations/articulation of proper mechanics |
| Stage 3 Learning Plan | |
| <i>Summary of Key Learning Events and Instruction</i> | |

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| <i>Lesson 1</i> | <i>Focus: Intro to net/wall games and mechanics of various shots involved in the selected activity.</i> | Standard: |
| <i>Lesson 2</i> | <i>Focus: serving</i> | Standard:(S1.M12.8) |
| <i>Lesson 3</i> | <i>Focus: Overhand strikes</i> | Standard: (S1.M13.8) |
| <i>Lesson 4</i> | <i>Focus: Forehand and backhand strokes</i> | Standard: (S1.M16.8) (S1.M15.8) |
| <i>Lesson 5</i> | <i>Focus: Volleys</i> | Standard: (S1.M16.8), (S1.M17.8), |
| <i>Lesson 6</i> | <i>Focus: Practice in game play</i> | Standard: (S4.M6.6) |
| <i>Lesson 7</i> | <i>Focus: Practice in game play</i> | Standard: (S4.M6.6) |
| <i>Lesson 8</i> | <i>Focus: Summative Assessment of motor skills/movement patterns</i> | Standard: (S4.M6.6) + Above Standards |

| GRADE 8 Rhythm, Dance, and Creative Movement | | |
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| Stage 1 Desired Results | | |
| <p>ESTABLISHED GOALS/STANDARDS Shape America Standards:</p> <p>Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8)</p> <p>Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)</p> <p>Analyzes the empowering consequences of being physically active. (S5.M2.8)</p> | Transfer | |
| | <i>Students will be able to perform a self selected dance routine to music that exhibits command of rhythm and timing.</i> | |
| | Meaning | |
| | <p>UNDERSTANDINGS Students will understand that... Creating a dance routine with others requires patience, a command of rhythm, and a command of timing.</p> <p>Creating a dance or movement routine can be very empowering and allow individuals to grow personally and as a group.</p> | <p>ESSENTIAL QUESTIONS How does the music you select affect the rhythm and timing of the dance you create? Describe the rhythm and timing of the dance you are working on? What are mechanical advantages for movements you have selected and how are you applying them to your dance? How does working as a group make this task more difficult? How does it make the task more empowering?</p> |
| | Acquisition | |
| <p><i>Students will know</i> Rhythm and timing of the dance and music they select. Mechanical advantages for a variety of movement patterns.</p> | <p><i>Students will be skilled at</i> -Analyzing the empowering consequences of working in small groups or individually to create their own dance routine. -identifying correct rhythm and timing for a movement sequence.</p> | |
| Stage 2 Evidence | | |
| Evaluative Criteria | Assessment Evidence | |
| | <p>PERFORMANCE TASK(S): Performing a self selected dance routine to music that exhibits command of rhythm and timing. Identifying/analyzing empowering consequences of creating the routine individually or in a small group.</p> | |
| | <p>OTHER EVIDENCE: Describing mechanical advantages of the movement concepts.</p> | |
| Stage 3 Learning Plan | | |
| <i>Summary of Key Learning Events and Instruction</i> | | |

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| <i>Lesson: 1</i> | <i>Introduction to the project: Students will be expected to create their own movement routine.</i> | Standard: (S1.M1.8) (S5.M2.8) |
| <i>Lesson 2:</i> | <i>Describes and applies mechanical advantages for a variety of movement patterns:</i> | Standard: (S2.M12.8) |
| <i>Lesson 3:</i> | <i>Practice/creation day 1:</i> | Standard: (S1.M1.8) |
| <i>Lesson 4:</i> | <i>Practice/creation day 2:</i> | Standard: (S1.M1.8) |
| <i>Lesson 5:</i> | <i>Practice/creation day 3:</i> | Standard: (S1.M1.8) |
| <i>Lesson 6:</i> | <i>Performance of the students self selected dance routines.</i> | Standard: (S1.M1.8) |
| <i>Lesson 7:</i> | <i>Analyzation of the empowering consequences. Review the process of creating their own dance.</i> | Standard: (S5.M2.8) |

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| GRADE 8 Fitness and Healthy Body | | |
| Stage 1 Desired Results | | |
| ESTABLISHED GOALS/STANDARDS -Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.8) -Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. (S3.M3.8) -Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training. (S3.M4.8) -Uses the overload principle (FITT formula) in preparing a personal workout.(S3.M11.8) -Designs and implements a warm-up/ cool-down regimen for a self-selected physical activity. (S3.M12.8) | Transfer | |
| | <i>Students are able to create their own workout routine which encompasses the five components of physical fitness and incorporates frequency, intensity, time, and type (FITT)</i> | |
| | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> -There are connections between the five components of fitness and how they affect physical and mental health. -fitness plans should be catered to individual needs/desires -what is a good plan for one person may not be good for another person. -Proper application of the overload principle is essential to increased performance. | ESSENTIAL QUESTIONS What is the overload principle? What is the FITT formula? What is a warm up/ cool down? How are cool downs specifically designed for certain exercises? How do you create an exercise routine for people of varying needs? What areas of physical fitness would you like to improve? How would you do this? |
| | Acquisition | |
| <i>Students will know</i> -FITT stands for frequency, intensity, time, and type. -work out routines should be based on goals. Work outs can affect different areas of physical and mental fitness and therefore should be catered to personal goals. -how do design and implement a cool down regimen for physical exercise. | <i>Students will be skilled at</i> -creating exercises that apply to each element of physical fitness -identifying the differences between the various elements of physical fitness. -creating cross training programs. | |
| Stage 2 Evidence | | |
| Evaluative Criteria | Assessment Evidence | |
| | PERFORMANCE TASK(S): <i>Evaluation of the Students ability to create their own workout routine which encompasses the five areas of physical fitness and incorporates frequency, intensity, time, and type (FITT).</i> | |
| | OTHER EVIDENCE: Observations Exercise journals Exit slips Class projects | |
| Stage 3 Learning Plan | | |
| <i>Summary of Key Learning Events and Instruction</i> | | |

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| <i>Lesson 1</i> | Focus: Overview (5) Components of Fitness | Standard: (S3.M1.8) |
| <i>Lesson 2</i> | Focus: Cardiovascular Fitness | Standard: (S3.M3.8) |
| <i>Lesson 3</i> | Focus: Strength/Endurance | Standard: (S3.M3.8) |
| <i>Lesson 4</i> | Focus: Flexibility/Stress Management | Standard: (S3.M4.8) |
| <i>Lesson 5</i> | Focus: FITT Principle/Review - Workout Design | Standard: (S3.M11.8) |
| <i>Lesson 6</i> | Focus: FITT Principle - Workout Design | Standard: (S3.M11.8) |