

Eighth Grade, Physical Education, Quarter 1

Big Ideas/Key Concepts:

COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: MOTOR SKILLS

COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: FITNESS

COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: SKILL ANALYSIS

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: PERSONAL & SOCIAL BEHAVIORS

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: RULES & ETIQUETTE

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: COOPERATION

COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA): SUBCOMPONENT: APPRECIATION & CHALLENGE

Standards	Student Friendly "I Can" Statements
<p>MS.1 Invasion Games/ Throwing MS.1.8. Using a mature overhand pattern, throws to teammates of varying distances in a game-like situation.</p> <p>MS.2 Invasion Games/Catching MS.2.8 Demonstrates the ability to catch at various levels and extensions in a game- like situation.</p> <p>MS.3 Invasion/ Receiving MS.3.8. Passes/receives with hands/feet/implement in game situations.</p> <p>MS.4 Invasion Games/Passing and Receiving MS.4.8 Passes and receives in game-like situation</p> <p>MS.17 Fitness (types of activities) MS.17.8 Engages in a workout to include aerobic, muscular strength/endurance and flexibility training</p>	<p><u>MS.1</u> I can throw overhand to a partner at various distances.</p> <p><u>MS.2</u> I can catch a ball at different levels during a game.</p> <p><u>MS.3</u> I can catch a ball while guarded or unguarded at different levels.</p> <p><u>MS.4</u> I can pass or receive a pass while being defended in a game.</p> <p><u>MS.17</u> I can participate in a variety of aerobic, muscular strength /endurance and flexibility training.</p>

Standards	Student Friendly "I Can" Statements
<p>MS.18 Fitness (intensity) MS.18.8 Selects and participates in a moderate or vigorous physical activity</p> <p>MS.19 Fitness (flexibility) MS.19.8 Engages in a flexibility warm-up that utilizes both dynamic and static stretches</p> <p>CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers) CC.1.8 Offers feedback to correct a peer's skill performance.</p> <p>CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers) CC.2.8 Student creates a checklist to evaluate a peer's skill performance and use of tactic and strategies in game-like situations.</p> <p>PSR.1 Personal and Social Responsibility PSR.1.8 Exhibits good sportsmanship during competitive play.</p> <p>PSR.2 Rules & Etiquette PSR.2.8 Applies rules and etiquette by acting as and interacting with officials during physical activity.</p> <p>PSR.3 Rules & Etiquette PSR.3.8 Resolves conflicts and accepts decisions of judgment in socially acceptable ways.</p>	<p><u>MS.18</u> I can participate in moderate to vigorous activities.</p> <p><u>MS.19</u> I can use correct technique to improve flexibility thru dynamic and static stretching.</p> <p><u>CC.1</u> I can give feedback to correct a peer's skill performance.</p> <p><u>CC.2</u> I can create a checklist to evaluate a classmate's performance of a skill. I can observe and give feedback during a game-like atmosphere.</p> <p><u>PSR.1</u> I can display good sportsmanship.</p> <p><u>PSR.2</u> I can identify the rules and etiquette in all physical activities. I can respect the official's decisions during competitive play.</p> <p><u>PSR.3</u> I can resolve conflict during play. I can accept the judgement of officials.</p>

Standards	Student Friendly "I Can" Statements
<p>PSR.4 Cooperation PSR.4.8 Works cooperatively with a large group to achieve group goals</p> <p>VPA.1 Appreciation VPA.1.8 Recognizes differences in reasons why people participate in physical activity</p> <p>VPA.2 Challenge VPA.2.8 Provides support for teammates in challenging situations</p>	<p><u>PSR.4</u> I can work cooperatively with a group to achieve a common goal in a competitive as well as a cooperative setting.</p> <p><u>VPA.1</u> I can respect and understand the different reasons why people participate in physical activity.</p> <p><u>VPA.2</u> I can recognize physical activity as a positive opportunity for social and group interaction and communication.</p> <p>I can give feedback and support for teammates in challenging situations.</p>

Eighth Grade, Physical Education, Quarter 2

Big Ideas/Key Concepts :

COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: MOTOR SKILLS

COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: OUTDOOR PURSUITS (OPTIONAL)

COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: SKILL ANALYSIS

COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: TACTICS AND STRATEGIES

COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: OUTDOOR PURSUITS (OPTIONAL)

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: PERSONAL & SOCIAL BEHAVIORS

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: RULES & ETIQUETTE

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: COOPERATION

COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA) : SUBCOMPONENT: APPRECIATION & CHALLENGE

Standards	Student Friendly "I Can" Statements
<p>MS.5 Invasion Games/ Offensive Skills MS.5.8 Executes offensive skills (pivots, fakes, change of direction, and give and go) to create open space during game-like situation.</p> <p>MS.6 Invasion Games/Sports Ball Control MS.6.8 Dribbles and maintains possession against a defender while changing directions and speed. (hand or foot)</p> <p>MS.7 Invasion Games/Sports Ball Control MS.7.8 Dribbles and passes a ball with foot or implement using both inside and outside of foot or implement in a game-like situation.</p>	<p><u>MS.5</u> I can execute several offensive skills to create open space during game-like situations.</p> <p><u>MS.6</u> I can dribble and maintain possession against a defender while changing directions and speed.</p> <p><u>MS.7</u> I can dribble and pass using the inside and outside of my foot during a game.</p>

Standards	Student Friendly "I Can" Statements
<p>MS.8 Invasion Games/ Sports Shooting on Goal MS.8.8 Shoots on goal with appropriate force and accuracy during game like situations</p> <p>MS.9 Invasion Games/Sports Defensive Skills MS.9.8 Executes a drop step.</p> <p>MS.24 Outdoor Pursuits MS.24.8 Demonstrates correct technique for basic skills in 3 selected outdoor activity (e.g., Rock Climbing, Orienteering, Hiking, Biking, Ropes Course).</p> <p>CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers) CC.1.8 Offers feedback to correct a peer's skill performance</p> <p>CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers) CC.2.8 Student creates a checklist to evaluate a peer's skill performance and use of tactic and strategies in game-like situations.</p> <p>CC.3 Games/Sports Creating Space CC.3.8 Creates open space by staying spread on offense while cutting and passing quickly and using fakes off the ball.</p> <p>CC.4 Games/Sports Reducing Space CC.4.8 Maximizes defensive coverage by working with teammates based on the situation.</p>	<p><u>MS.8</u> I can shoot effectively at a goal with appropriate force and accuracy during a game.</p> <p><u>MS.9</u> I can execute a drop step.</p> <p><u>MS.24</u> I can demonstrate correct technique in Rock Climbing, Orienteering Hiking, and Biking.</p> <p><u>CC.1</u> I can offer feedback to correct a peer's skill performance.</p> <p><u>CC.2</u> I can create a checklist to evaluate a classmate's performance of a skill. I can create a checklist to evaluate a peer's use of tactic and strategies in game-like situations.</p> <p><u>CC.3</u> I can create space by staying wide on offense while cutting and passing quickly. I can create space on offense by using fakes off the ball.</p> <p><u>CC.4</u> I can execute the correct defensive position by working with teammates based on the situation.</p>

Standards	Student Friendly "I Can" Statements
<p>CC.5 Games/Sports Denial CC.5.8 When appropriate, denies the pass or catch to work toward interception</p> <p>CC.6 Games/Sports Transition CC.6.8 Successfully transitions quickly from defense to offense while communicating with teammates thus capitalizing on an advantage.</p> <p>CC.7 Games/Sports Tactics/Shots CC.7.8 Utilizes a variety of shots and placement to prevent opponent anticipation</p> <p>CC.10 Outdoor Pursuits Movement Concepts CC.10.8 Follows and implements safety procedures in self-selected activities</p> <p>PSR.1 Personal and Social Responsibility PSR.1.8 Exhibits good sportsmanship during competitive play.</p> <p>PSR.2 Rules & Etiquette PSR.2.8 Applies rules and etiquette by acting as and interacting with officials during physical activity.</p> <p>PSR.3 Rules & Etiquette PSR.3.8 Resolves conflicts and accepts decisions of judgment in socially acceptable ways</p>	<p><u>CC.5</u> I can position myself to deflect or intercept a pass.</p> <p><u>CC.6</u> I can transition quickly from defense to offense while communicating with teammates thus capitalizing on an advantage.</p> <p><u>CC.7</u> I can utilize a variety of shots and placement to prevent opponent anticipation.</p> <p><u>CC.10</u> I can follow and implement safety procedures in individual activities.</p> <p><u>PSR.1</u> I can display good sportsmanship. I can identify responsible decisions about using equipment, applying rules, and safe behaviors.</p> <p><u>PSR.2</u> I can apply rules of a game or activity. I respect the judgement of officials.</p> <p><u>PSR.3</u> I can resolve conflicts and accept decisions in an acceptable way.</p>

Standards	Student Friendly "I Can" Statements
<p>PSR.4 Cooperation PSR.4.8 Works cooperatively with a large group to achieve group goals</p> <p>VPA.1 Appreciation VPA.1.8 Recognizes differences in reasons why people participate in physical activity</p> <p>VPA.2 Challenge VPA.2.8 Provides support for teammates in challenging situations.</p>	<p><u>PSR.4</u> I can work cooperatively with a group to achieve a common goal in a competitive, as well as a cooperative setting.</p> <p><u>VPA.1</u> I can recognize and respect the different reasons why people participate in physical activity.</p> <p><u>VPA.2</u> I can provide support for teammates during challenging situations.</p>

Eighth Grade, Physical Education, Quarter 3

Big Ideas/Key Concepts:

COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: MOTOR SKILLS

COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: RHYTHM, DANCE, & EDUCATIONAL GYMNASTICS

COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: AQUATICS (OPTIONAL)

COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: SKILL ANALYSIS

COMPONENT 3: FITNESS AND PHYSICAL ACTIVITY (FPA) SUBCOMPONENT: PHYSICAL ACTIVITY KNOWLEDGE

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: PERSONAL & SOCIAL BEHAVIORS

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: RULES & ETIQUETTE

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: COOPERATION

COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA) : SUBCOMPONENT: APPRECIATION & CHALLENGE

Standards	Student Friendly "I Can" Statements
<p>MS.10 Games /Sports- Serving (Net/Wall) MS.10.8 Using a mature pattern executes a serve (underhand/overhand)for accuracy and distance</p> <p>MS.11 Games /Sports- Striking (Net/Wall) MS.11.8 Strikes with an overhand pattern with appropriate distance and force during game like situations.</p> <p>MS.13 Net/wall Games/Sports Volley MS.13.8 Executes a forearm volley during game like situations.</p> <p>MS.20 Rhythms & Dance MS.20.8 Performs a student created</p>	<p><u>MS.10</u> I can execute an underhand/overhand serve for accuracy and distance</p> <p><u>MS.11</u> I can perform an overhand serve with appropriate force and distance during game-like situations.</p> <p><u>MS.13</u> I can execute a forearm volley with accuracy during game-like situations.</p> <p><u>MS.20</u> I can demonstrate a sequence in a dance</p>

Standards	Student Friendly "I Can" Statements
<p>dance with at least 32 counts.</p> <p>MS.21 Rhythms & Dance MS.21.8 Performs a student created small group dance routine to a tempo of choice</p> <p>MS.22 Educational Gymnastics MS.22.8 Creates and performs an educational gymnastics routine to music with at least 4 elements.</p> <p>MS.23 Aquatics (OPTIONAL) MS.23.8 Demonstrates correct technique of front crawl.</p> <p>CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers) CC.1.8 Offers feedback to correct a peer's skill performance.</p> <p>CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers) CC.2.8 Student creates a checklist to evaluate a peer's skill performance and use of tactic and strategies in game-like situations.</p> <p>FPA.1 Physical Activity Knowledge FPA 1.8 Creates a list of a light, moderate, and vigorous activity that one can complete after school or on weekends.</p> <p>PSR.1 Personal and Social Responsibility PSR.1.8 Exhibits good sportsmanship during competitive play</p>	<p>with at least 32 counts.</p> <p><u>MS. 21</u> I can demonstrate and perform a group dance using tempo of choice.</p> <p><u>MS.22</u> I can create and demonstrate a gymnastics routine to music with at least 4 elements.</p> <p><u>MS.23</u> I can demonstrate correct technique of a front crawl.</p> <p><u>CC.1</u> I can offer feedback to correct a peer's skill performance.</p> <p><u>CC.2</u> I can create a checklist to evaluate a peer's skill performance. I can create a checklist to evaluate a peer's use of tactic and strategies in game-like situations.</p> <p><u>FPA.1</u> I can create a list of a light, moderate, and vigorous activities that can be completed outside of school</p> <p><u>PSR.1</u> I can display good sportsmanship.</p>

Standards	Student Friendly "I Can" Statements
<p>PSR.2 Rules & Etiquette PSR.2.8 Applies rules and etiquette by acting as and interacting with officials during physical activity</p> <p>PSR.3 Rules & Etiquette PSR.3.8 Resolves conflicts and accepts decisions of judgment in socially acceptable ways</p> <p>PSR.4 Cooperation PSR.4.8 Works cooperatively with a large group to achieve group goals.</p> <p>VPA.1 Appreciation VPA.1.8 Recognizes differences in reasons why people participate in physical activity.</p> <p>VPA.2 Challenge VPA.2.8 Provides support for teammates in challenging situations</p>	<p>I can work cooperatively with a group to achieve a common goal in a competitive, as well a cooperative setting.</p> <p><u>PSR.2</u> I can apply rules of a game. I can respect the official's decisions.</p> <p><u>PSR.3</u> I can recognize potential conflict and how to prevent it. I can accept the decisions of judgment in socially acceptable ways.</p> <p><u>PSR.4</u> I can work cooperatively with a group to achieve a common goal in a competitive as well as a cooperative setting.</p> <p><u>VPA.1</u> I can recognize and respect the different reasons why people participate in physical activity.</p> <p><u>VPA.2</u> I can provide support for teammates during challenging situations.</p>

Eighth Grade, Physical Education, Quarter 4

Big Ideas/Key Concepts :

COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: MOTOR SKILLS

COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: SKILL ANALYSIS

COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: TACTICS AND STRATEGIES

COMPONENT 3: FITNESS AND PHYSICAL ACTIVITY (FPA) SUBCOMPONENT: FITNESS KNOWLEDGE

COMPONENT 3: FITNESS AND PHYSICAL ACTIVITY (FPA) SUBCOMPONENT: ASSESSMENT & PLANNING

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: PERSONAL & SOCIAL BEHAVIORS

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: RULES & ETIQUETTE

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: COOPERATION

COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA) : SUBCOMPONENT: APPRECIATION & CHALLENGE

Standards	Student Friendly "I Can" Statements
<p>MS.12 Games /Sports Forehand/ Backhand MS.12.8 Using either a short or long handled implement, demonstrates forehand and backhands strokes in a game-like situation.</p> <p>MS.14 Game /Sports- Target (Striking) MS.14.8 Strikes a stationary object with an implement in game like situations.</p> <p>MS.15 Games /Sports Field(Strike) MS.15.8 Strikes a pitched ball with implement with force and accuracy in a game like situation.</p>	<p><u>MS.12</u> I can demonstrate proper technique in a forehand and backhand strokes with a racquet during game-like situations.</p> <p><u>MS.14</u> I can strike a stationary object with a racquet in game like situations.</p> <p><u>MS.15</u> I can hit a pitched ball with a bat with great force and accuracy in a game-like situation.</p>

Standards	Student Friendly "I Can" Statements
<p>MS.16 Games/Sports Field (Fielding) MS.16.8 Catches (fields) an object in game like situations.</p> <p>CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers) CC.1.8 Offers feedback to correct a peer's skill performance.</p> <p>CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers) CC.2.8 Student creates a checklist to evaluate a peer's skill performance and use of tactic and strategies in game-like situations.</p> <p>CC.8 Games/Sports Shot Selection CC.8.8 Controls speed and/or trajectory of the shot based on position of opponent or target.</p> <p>CC.9 Games/Sports Offensive Strategies CC.9.8 Identifies different strategies to advance a teammate.</p> <p>FPA.2 Fitness Knowledge FPA.2.8 Incorporates health and skill related fitness components in an individual fitness plan.</p> <p>FPA.3 Fitness Knowledge FPA.3.8 Utilizes the Rate of Perceived Exertion (RPE) scale to monitor and adjust workout intensity.</p>	<p><u>MS.16</u> I can catch an object in a game.</p> <p><u>CC.1</u> I can offer feedback to correct a peer's skill performance.</p> <p><u>CC.2</u> I can create a checklist to evaluate a peer's skill performance I can create a checklist to evaluate a peer's use of tactic and strategies in game-like situations.</p> <p><u>CC.8</u> I can identify and execute an appropriate club or shot needed based on my target. I can control the speed and/or trajectory to execute a shot based on the location of the target or opponent.</p> <p><u>CC.9</u> I can identify different strategies to advance a teammate.</p> <p><u>FPA.2</u> I can incorporate health and skill related fitness components in an individual fitness plan.</p> <p><u>FPA.3</u> I can interpret the Rate of Perceived Exertion (RPE) scale to</p>

Standards	Student Friendly "I Can" Statements
<p>FPA.4 Fitness Knowledge FPA.4.8 Uses the FITT Principle to design a workout.</p> <p>FPA.5 Fitness Knowledge FPA.5.8 Identifies strengthening exercises that will help performance in physical activities.</p> <p>FPA.6 Assessment & Planning FPA.6.8 Implements a fitness plan and assess effectiveness.</p> <p>PSR.1 Personal and Social Responsibility PSR.1.8 Exhibits good sportsmanship during competitive play.</p> <p>PSR.2 Rules & Etiquette PSR.2.8 Applies rules and etiquette by acting as and interacting with officials during physical activity.</p> <p>PSR.3 Rules & Etiquette PSR.3.8 Resolves conflicts and accepts decisions of judgment in socially acceptable ways.</p>	<p>monitor and adjust workout intensity.</p> <p><u>FPA.4</u> I can define, incorporate, and use the FITT principle into physical activity to improve my personal fitness level.</p> <p>I can use the FITT Principle to design a workout.</p> <p><u>FPA.5</u> I can identify strengthening exercises that will help performance in physical activities.</p> <p><u>FPA.6</u> I can design and manage a personal fitness plan to meet personal fitness goals.</p> <p><u>PSR.1</u> I can display good sportsmanship.</p> <p>I can identify responsible decisions about using equipment, applying rules, and safe behaviors.</p> <p><u>PSR.2</u> I can apply the rules and etiquette in all physical activities.</p> <p>I respect the decisions of the officials.</p> <p><u>PSR.3</u> I can recognize potential conflict and how to prevent it.</p> <p>I can accept the decisions of judgment in socially acceptable ways.</p>

Standards	Student Friendly "I Can" Statements
<p>PSR.4 Cooperation PSR.4.8 Works cooperatively with a large group to achieve group goals.</p> <p>VPA.1 Appreciation VPA.1.8 Recognizes differences in reasons why people participate in physical activity.</p> <p>VPA.2 Challenge VPA.2.8 Provides support for teammates in challenging situations.</p>	<p><u>PSR.4</u> I can work cooperatively with a group to achieve a common goal in a competitive as well as a cooperative setting.</p> <p><u>VPA.1</u> I can recognize and respect the different reasons why people participate in physical activity.</p> <p><u>VPA.2</u> I can provide support for teammates during challenging situations.</p>