RMS

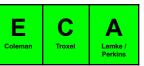
Course:

PE 8

Grade: 8

Tier: 4

Approved:



PLC Question #1: What do we want all students to know and be able to do?

Unit 1: Net/Wall Games	Unit 2: Fielding and Striking Games		Unit 3: Weight/Cardiovascular Training			
Priority Standard(s) • Standard 1: The student will demonstrate competency i variety of motor skills and movement patterns.	Standard(s) Standard 1: The student will demonstrate compete variety of motor skills and movement patterns.	ency in a	Standard(s) Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness			
Supporting Standard(s) Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.		Supporting Standard(s) Standard 2: The student will apply knowledge of c principles, strategies, and tactics related to movem performance.	-	Supporting Standard(s) Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		
Learning Outcomes		Learning Outcomes		Learning Outcomes		
Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	K Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	
 PE.S1.M11.8 Execute an underhand serve for distance and accuracy for net and wall games, including those from other cultures. PE.S1.M13.8 Demonstrate the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games, including those from other cultures. PE.S1.M15.8 Forehand and backhand volley with a mature form and control using a short handled implement during modified game play, including those from other cultures. PE.S2.M6.8 Create open space in net/wall games with either a long- or short-handled implement by varying force or direction and by moving opponent from side to side and forward and back. PE.S2.M7.8 Vary placement, force, and timing of return to prevent anticipation by opponent. 		 PE.S1.M18.8 Strike, with an implement, a stationary object for accuracy and power in a small-sided game, including those from other cultures. PE.S1.M19.8 Strike an object with an implement for power to open space in a variety of small sided game play, including those from other cultures. PE.S2.M10.8 Analyze and apply defensive strategy by collaborating with teammates to maximize coverage. 		 PE.S3.M2.8 Compare and contrast health-related fitness and skill-related fitness components. PE.S3.M5.8 Describe how to improve aerobic capacity, anaerobic capacity, muscular strength, and muscular endurance. PE.S3.M16.8 Participate in moderate to vigorous aerobic and muscle- and bone strengthening physical activity for at least 60 minutes a day at least 5 times a week. 		
Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	K Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	
 Serving I understand that an underhand serve is a way to hit the ball with an underhand motion to start a 		Striking		• I understand: Health-related fitness focuses on physical well-being, while skill-related fitness focuses on athletic performance and motor skills.		

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- game or point in net/wall games, like volleyball or badminton.
- I understand that the goal of the underhand serve is to hit the ball over the net, with enough distance and accuracy, so the opponent has a difficult time returning it.
- I understand that the underhand serve can be used in different net/wall games, and it is an important skill for games from different cultures, like Sepak Takraw.
- I understand that a successful underhand serve involves controlling the speed, direction, and height of the ball to make it land in the opponent's court.

Forehand/Backhand

 I understand that a mature forehand and backhand stroke involves proper technique, including grip, stance, and body alignment.

Volleying

- I understand that a forehand and backhand volley requires quick reflexes and control of the ball while maintaining proper form.
- **I understand** that control and form in volleys are essential for success in modified game play.

Strategy

- I understand that power and accuracy in my strokes are important to control the ball effectively during net games.
- I understand that creating open space in net games involves using the correct amount of force and direction to move the opponent around the court.
- I understand that effective movement of my opponent from side to side and forward and back creates opportunities for me to make an open shot.
- **I understand** that varying the placement, force, and timing of my returns makes it harder for my opponent to predict my next move.

- I understand how to use an implement (like a bat or club) to strike a stationary object (like a ball or target) with accuracy and power.
- **I understand** the importance of striking with control in a small-sided game.
- I understand how different cultures use striking and fielding games and how they may vary in rules or equipment.
- **I understand** how games from different cultures use similar striking techniques for different purposes.

Strategy

- I understand the role of defensive strategies in small-sided games to prevent the opposing team from scoring.
- I understand the importance of using different strategies in small-sided games to open space and create scoring opportunities.
- **I understand** how teamwork and communication help improve defensive coverage.
- **I understand** how to analyze the opposing team's movements and adjust defensive positioning.

- I understand: Aerobic capacity is improved with activities that make your heart and lungs work harder, while anaerobic capacity and muscular strength come from high-intensity, short-duration exercises. Muscular endurance can be increased by doing exercises that challenge muscles over longer periods.
- I understand: Regular physical activity, including aerobic exercises and muscle- and bone-strengthening activities, helps maintain overall health and should be done most days of the week.

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• I understand that by changing where I hit the ball, how hard I hit it, and when I return it, I can keep my opponent off balance and create more opportunities to win the point.							
Students will do (active application)	DOK Level	Students will do (active appli	cation)	DOK Level	Students v	will do (active application)	DOK Level
 I can perform an underhand serve with accuracy, aiming to send the ball over the net and into the opponent's side of the court. I can perform forehand and backhand strokes using both short- and long-handled implements, demonstrating the proper technique with power and accuracy. I can adjust my strokes to ensure my shots are controlled and placed effectively in different net games. I can perform forehand and backhand volleys with a mature form and control using a short-handled implement during modified net/wall games. I can maintain my focus and technique when playing volleys in a variety of game situations. I can create open space in net/wall games by varying the force and direction of my shots to move my opponent around the court. I can use strategic placement of the ball to make my opponent move side to side and forward and back, giving me a better chance to score. 		 focusing on both accurated a light can participate in small fielding games, applying successful. I can adapt my skills to games from various cultour light can apply strategies to small-sided games and my team. I can participate in game understand the striking games. I can work with my team defensive strategies and or court. I can use defensive strategies and or court. 	different types of striking tures. o open space during create opportunities for es from other cultures and techniques used in those mates to create effective d cover areas of the field		fitne skill • I ca cap spri and plar • I ca eac	an: Compare and contrast health-related less (like endurance and flexibility) with larelated fitness (like agility and balance). In: Identify exercises that improve aerobic facity (like running), anaerobic capacity (like ints), muscular strength (like weight lifting), I muscular endurance (like push-ups or nks). In: Engage in 60 minutes of physical activity th day, including activities that strengthen my scles and bones, five times a week.	
Domain-specific Vocabulary		Domain-specific Vocabulary			Domain-sp	pecific Vocabulary	
 Underhand Serve Forehand Stroke Backhand Stroke Volley Mature Form Power Accuracy Control Open Space Placement Force Direction Timing Opponent 		 Implement Power Accuracy Contact Strategy Technique Ball control Strike Zone Position Anticipation Adjustment Marking Defense 			 Mus Boo Car Pov Stre Wai Coo Res Boo Fori 	scular Strength scular Endurance dy Composition rdiovascular Endurance ver etching rm-up ol-down sistance exercise dy Weight	

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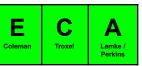
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PLC Question #1: What do we want all students to know and be able to do?

Unit 4: Fitness Activities	Unit 5: Target Games	Unit 6: Lifetime Activities/Outdoor Pursuits					
Standard(s) Standard 3: The student will demonstrate the know skills to achieve a health-enhancing level of physical fitness	Priority Standard(s) Physical Education - PE.S1: The student will demonstrate competency in a variety of motor skills and movem		Priority Standard(s) Physical Education - PE.S1: The student will demonstrate competency in a variety of motor skills and movement patterns.				
Supporting Standard(s) Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		Supporting Standard(s) Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.		Supporting Standard(s) Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.			
Learning Outcomes		Learning Outcomes		Learning Outcomes	Learning Outcomes		
Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level		
 PE.S3.M2.8 Compare and contrast health-related fitness and skill-related fitness components. PE.S3.M4.8 Describe the role of flexibility in injury prevention. PE.S3.M13.8 Demonstrate basic movements used in other stress-reducing activities such as yoga and tai chi. 		 PE.S1.M17.8 Consistently perform a mature throwing pattern, with accuracy and control, for target activity in a small-sided game, including those from other cultures. PE.S1.M18.8 Strike, with an implement, a stationary object for accuracy and power in a small-sided game, including those from other cultures. PE.S2.M8.8 Vary the speed, force, and trajectory of the shot based on the location of the object in relation to the target. 		PE.S1.M21.8 Demonstrate correct technique for basic skills in at least two selected individual performance or outdoor activities.			
Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level		
 I understand: Health-related fitness focuses on physical well-being, while skill-related fitness focuses on athletic performance and motor skills. I understand: Flexibility helps the body move more easily and prevents injuries by allowing muscles and joints to stretch without strain. I understand: Aerobic capacity is improved with activities that make your heart and lungs work harder, while anaerobic capacity and muscular 		 I understand that a mature throwing pattern involves using the proper form and technique to throw accurately and with control in target games. I understand that striking an object with an implement requires focusing on hitting the target with power and accuracy. I understand that varying the speed, force, and trajectory of my shots can help me improve my accuracy and make my throws or hits more 		 I understand how to perform the basic skills in at least two different outdoor activities. I understand the correct techniques used in individual performance sports and outdoor activities to improve my skills. 			

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strength come from high-intensity, short-duration exercises. Muscular endurance can be increased by doing exercises that challenge muscles over longer periods. • I understand: Activities like yoga and tai chi use controlled movements and breathing to help reduce stress and improve overall well-being. • I understand: Regular physical activity, including aerobic exercises and muscle- and bone-strengthening activities, helps maintain overall health and should be done most days of the week.		effective.					
Students will do (active application)	DOK Level St	tudents will do (active appl	lication)	DOK Level	Students v	will do (active application)	DOK Level
 I can: Compare and contrast health-related fitness (like endurance and flexibility) with skill-related fitness (like agility and balance). I can: Explain how stretching and improving flexibility can reduce the risk of injuries in physical activities. I can: Identify exercises that improve aerobic capacity (like running), anaerobic capacity (like sprints), muscular strength (like weight lifting), and muscular endurance (like push-ups or planks). I can: Perform basic yoga poses and tai chi movements to relax my body and mind. I can: Engage in 60 minutes of physical activity each day, including activities that strengthen my muscles and bones, five times a week. 		to hit the target with ac small-sided game.I can adjust the speed,	ey and control in target or object with an implement curacy and power in a force, and trajectory of my the object is in relation to		bas acti • I ca hiki per • I ca an a • I ca	an demonstrate the proper techniques for sic skills in at least two different outdoor ivities. In apply the correct form in activities like ing, biking, or rock climbing to improve my formance. In keep a log of the time and effort I spend on activity outside of school. In analyze my participation in a self-selected ivity, like running or swimming, to track provement and set goals.	
Domain-specific Vocabulary	De	omain-specific Vocabulary			Domain-s	pecific Vocabulary	
 Health-related fitness Flexibility Stretching Range of motion Muscular endurance Cardiovascular endurance Injury prevention Relaxation Posture Balance Coordination 		 Implement Throwing pattern Target Trajectory Control Accuracy Strike Variation Force Speed Power 			SkilIndiOutForMo	ividual Performance Activities tdoor Activities	

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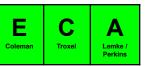
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Tier:

Approved: E



PLC Question #1: What do we want all students to know and be able to do?

Unit 7: Invasion Games		Unit 8: Team Building	Unit 9:				
Priority Standard(s) Physical Education - PE.S1: The student will demonstrate competency in a variety of motor skills and movement patterns.		Priority Standard(s) Standard 4: The student will exhibit responsible pe social behavior that respects self and others.	rsonal and	Priority Standard(s) ●			
Supporting Standard(s) Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.		Supporting Standard(s) Standard 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expressocial interaction.		Supporting Standard(s) •			
Learning Outcomes		Learning Outcomes		Learning Outcomes	Learning Outcomes		
Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level		
 PE.S1.M2.8 Throw with a mature pattern for distance or power appropriate to the activity during small-sided game play, including those from other cultures. PE.S1.M3.8 Catch using an implement in a small-sided game play. PE.S1.M4.8 Pass and receive with an implement in combination with locomotor patterns of running and change of direction, speed and level with competency within small-sided invasion games, including those from other cultures. PE.S1.M8.8 Foot-dribbles or dribbles with an implement with control, changing speed and direction and during small-sided game play, including those from other cultures. PE.S1.M9.8 Shoot on goal for power and accuracy in small-sided invasion games, including those from other cultures. PE.S2.M5.8 Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage. 		 PE.S4.M1.8 Independently implement safety protocols and identify the impact of those decisions. PE.S4.M5.8 Independently provide and accept positive and constructive feedback to a peer using clear communication skills, to improve performance. PE.S4.M6.8 Apply negotiation skills and conflict resolution strategies to resolve differences. PE.S4.M7.8 Explain how various factors and solutions influence decision-making. 					
Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level		

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 I understand the importance of using the correct throwing technique to control the distance or power needed for the game. I understand that catching with an implement requires focus and coordination to be successful in small-sided games. I understand how passing and receiving with an implement while moving helps maintain the flow of the game and creates scoring chances. I understand that controlling the ball while dribbling allows me to make quick decisions and change my play based on the situation. I understand that shooting with both power and accuracy increases my chances of scoring in a game. I understand the need to transition quickly between offense and defense, stay aware of the game situation, and support my teammates to take advantage of scoring opportunities. 		equipment or following prevent accidents. I understand how giving can help us improve as understand the differ and constructive feedby important. I understand that disage teams, but they can be working together. I understand how differ compromising or finding help resolve conflicts. I understand how the situation (such as resolve or risks) affect the decident.	actions, like using proper safety rules, can help and receiving feedback a team. ence between positive ack, and why both are greements can happen in solved by listening and erent strategies, like g a middle ground, can factors involved in a urces, people's strengths, sions we make. Sion-making can be perspectives and finding		•			
Students will do (active application)	DOK Level	Students will do (active appl	ication)	DOK Level	Students v	will do (active application)		DOK Level
 I can throw with a mature pattern for distance or power appropriate for the game, such as in small-sided invasion games. I can catch using an implement (like a bat, racket, or stick) during a small-sided game. I can pass and receive with an implement while moving and changing direction, speed, and level during a small-sided game. I can foot-dribble or dribble with an implement, controlling the ball, and changing speed and direction in a small-sided game. I can shoot on goal with power and accuracy during a small-sided invasion game. I can transition quickly between offense and defense, communicate with my teammates, and take advantage of scoring opportunities during gameplay. 		 safety can affect mysel I can give my teammate clear and respectful wa I can accept feedback improve my performance I can use negotiation slidisagreements with team of the can apply conflict resonant solutions that make even I can consider different 	e decisions I make about f and my team. es helpful feedback in a by. from others and use it to be. kills to work through ammates. blution strategies to find beryone happy. factors (like time, when making decisions		•			
Domain-specific Vocabulary		Domain-specific Vocabulary			Domain-sı	pecific Vocabulary		
DistancePowerAccuracy		PrecautionCommunication (VerbaSafety Protocols	I, Non-verbal etc.)		•			

Approved: E **Building:** Course: RMS PE 8 Grade: 8 Tier: • Hazard Identification Precision Safety Compliance
Feedback (Positive and Constructive)
Conflict Resolution Implement Hand-Eye CoordinationReaction Time Perspective Reception Resources Footwork Strategy Timing Ball Control Coordination • Goal-Scoring Offense • Defense Transition