

Time Frame: Quarter	Unit Title: 8th grade PE	Course Name: Grade 8 PE.
Stage 1: Desired Results		
Established Goal(s)	Transferable Skills	
<p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that</p>	<i>Students will be able to independently use their learning to identify and maintain a healthy active lifestyle.</i>	
	Meaning	
	<p><u>Understandings</u> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Participating in cooperative team settings promote tolerance, empathy, communication skills and accountability. ● Participating in cooperative, competitive and recreational activities will help promote relationship building and lifelong fitness. ● Participating in individual physical activities improves the quality of one's life. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● Which is more important, individual strengths or team strengths when playing sports? ● Why is it important to participate regularly in meaningful physical activity? ● How do Knowledge, skills and etiquette of team sports improve personal and social quality of life? ● How does participation in team sports support and enhance Social and physical fitness?
Acquisition		
	<p>Students will know...</p> <ul style="list-style-type: none"> • Basic rules and strategies for invasion games/sports and games/sports. • If you play by the rules, groups and partners can play together- even when 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● Refining activity-specific movement skills in team games and lifetime activities. ● Demonstrating competency in 2 or more specialized skills in health-related fitness activities.

respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- 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.
- Participating in team settings promotes tolerance, empathy, communication skills and accountability.
- That one should conduct themselves morally and ethically when competing.
- The rules and techniques of sports including but not limited to: Ultimate, Frisbee, Target games, cooperative games, invasions games, bat activities, net games, frisbee games etc.

Vocabulary: Offense, defense, cooperation, competition, warm up, run pace, cardiovascular endurance, stretching, cool down, force out, endurance, honesty, sportsmanship, bump, set, volley force out, positioning, pivoting, etc.

- Describing the throwing and striking skills.
- Exhibiting moral and ethical conduct in specific competitive situations.
- Assuming a leadership role in a physical activity setting.
- Accepting others ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.
- Evaluating the opportunity for social interaction and social support in a self-selected physical activity.
- applying offensive and defensive strategies as they are related to game play.
- Cooperating with a small group of classmates during adventure activities, game play or team building activities.
- Recognizing individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks.
- Demonstrating respect for self and others.
- Accepting differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.