

Grade Level: 8

Course: PE: team taught course with ½ period for each activity

Timeline/ Month(s) /Rotation (include date of rotation]	Content / concept	Grade Level Expectations (GLE's) [include GLE number & statement]	Skill(s) Use verbs to describe student's expected performance (i.e., identify nouns, describe components)	Resources (books, kits, guest speakers, models, etc.)	List all measures you used to check student understanding (e.g., assessments, performance, projects, homework)
September	<b>Fitness measurement &amp; goal setting</b>  <b>Five components of fitness</b>	1.1. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals. <b>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</b>	Students will: <ul style="list-style-type: none"> <li>• Perform fitness tests that measure the five components of fitness               <ol style="list-style-type: none"> <li>1. Cardiorespiratory endurance</li> <li>2. Muscular strength</li> <li>3. Muscular endurance</li> <li>4. Flexibility</li> <li>5. Body composition</li> </ol> </li> <li>• Set fitness goals to be achieved this year.</li> <li>• Define and understand how to measure the five components of fitness</li> </ul>	Fitness testing equipment in PE storage portable	Written completion of fitness measurements and goals in student portfolio  Components of fitness quiz
September	<b>Flag Football</b>	1.1 Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Perform football toss and catch with correct preparation, weight transfer and follow through.</li> <li>• Display fundamentals of team play in games.</li> <li>• Display understanding of flag football rules in games.</li> </ul>	Footballs and flags in PE storage  Flag Football rules poster  Flag football form posters (to be developed)	Observation of football throwing, preparation, weight transfer and follow through  Football skill checkoff rubric (to be developed)  Observation of understanding of rules and team play during games.

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October	<b>Cardio respiratory &amp; Heart rate response to exercise</b>	1. . Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals. <b>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</b>	Students will: <ul style="list-style-type: none"> <li>• Complete a variety of outside running activities recording time in training zone with wrist heart rate monitors.</li> <li>• Display proper set up and safety with heart rate monitors.</li> <li>• Understand resting, maximum and training zone heart rates.</li> </ul>	Wrist heart rate monitors in PE storage	Daily recording of Time in Zone  Daily exit question on heart rate response to exercise.  Heart rate response to exercise test.
October	<b>Flag Football</b>	1.2 Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Perform football toss and catch with correct preparation, weight transfer and follow through.</li> <li>• Display fundamentals of team play in games.</li> <li>• Display understanding of flag football rules in games.</li> </ul>	Football and flags in PE storage  Flag Football rules poster  Flag football form posters (to be developed)	Observation of football throwing, preparation, weight transfer and follow through  Football skill checkoff rubric (to be developed)  Observation of understanding of rules and team play during games.

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<b>November</b>	<b>Strength and core training.</b>  <b>Concepts for strength training. Muscle function and lifting technique</b>	1. . Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals. <b>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</b>	Students will: <ul style="list-style-type: none"> <li>• Pre and post test on muscular strength with a variety of lifts</li> <li>• Complete a daily circuit with emphasis on developing muscular strength and core strength.</li> <li>• Display safe strength training technique with all equipment</li> <li>• Identify the major muscles used in human locomotion the lifts that strengthen those muscles.</li> </ul>	Strength training and core training equipment in PE storage	Observation of student technique with emphasis on safety.  Daily questioning on muscles and bones as they participate in circuit.  Muscle and lifting knowledge test.  Improvement on weight lifted 10 times at post test
<b>November</b>	<b>Pickleball</b>	1.3 Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Perform serve, forehand, backhand and smashes with correct preparation, weight transfer and follow through.</li> <li>• Display fundamentals of team play (communication, zones etc ) in games.</li> <li>• Display understanding of pickleball rules in games.</li> </ul>	Pickleball paddles, nets and balls in PE storage  Pickleball rules poster  Pickleball form posters (to be developed)	Observation of pickleball skill preparation, weight transfer and follow through  pickleball skill checkoff rubric (to be developed)  Observation of understanding of rules and team play during games.

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December	<b>Social Dance – Swing &amp; Salsa review</b> <b>Slow dance intro/ nightclub 2 step (or other social dance depending on instructor expertise)</b>	1.1. Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Display appropriate dance social skills, respect, dance with all, intro &amp; thank you.</li> <li>• Perform the basic swing, salsa and nightclub 2step with a partner to music.</li> <li>• Perform a variety of swing, salsa and nightclub 2step moves with a partner to music.</li> <li>• Decide which dance is appropriate when hearing new music</li> </ul>	Swing, salsa and nightclub 2 step dance videos in PE video library.	Observation of student interaction with each other, look for courtesy to all.  Observation of basic step and at least two other moves.  Observation of ability to correctly match the style of dance to the music when hearing a new song.  Student entry into the all class dance contest.
December	<b>Floor hockey</b>	1.4 Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Display correct hand position when holding hockey stick</li> <li>• Display hockey safety including, stick no higher than waist and staying out of goalie crease</li> <li>• Perform face off, shooting and passing without high sticking</li> <li>• Display fundamentals of team play (communication, passing) in mini games. Games will limit players to certain zones to encourage team play.</li> <li>• Keep heart rate above 135bpm during games.</li> </ul>	Hockey sticks and goals in PE storage  Hockey rules poster  Hockey form posters (to be developed)  Hand held heart rate monitors	Observation of stick handling and safety rules.  Hockey skill checkoff rubric (to be developed)  Observation of understanding of rules and team play during games.  Record working heart rate at least during games. Heart rate must be above 135bpm.

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February	<b>Fitness Choice</b>  <b>Power Yoga or Athletic Conditioning</b>	1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals. <b>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</b>	Yoga Students will: <ul style="list-style-type: none"> <li>• Hold and control a variety of yoga poses to build total body strength and range of motion.</li> <li>• Demonstrate two sun salutation warmups with correct breathing and focus.</li> <li>• Display detailed correct form for one posture.</li> </ul> Athletic Conditioning Students will: <ul style="list-style-type: none"> <li>• Pre and post test on balance, power and agility</li> <li>• Complete a daily circuit with emphasis on balance, power and agility.</li> </ul>	Yoga form posters. Power yoga videos in PE video library  Athletic Conditioning Functional training equipment in PE storage	Observation of control with yoga like poses  Observation sun salutations with correct breathing  Observation of detailed correct form for one yoga posture
February	<b>Volleyball</b>	1.1. Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Perform overhand or underhand serve, set and forearm pass with correct preparation, weight transfer and follow through.</li> <li>• Display fundamentals of team play (communication, using multiple contacts) in mini &amp; full games.</li> <li>• Display understanding of volleyball rules in mini &amp; full games.</li> </ul>	Volleyball nets, standards and balls in PE storage  Volleyball form posters (to be developed)	VB skill checkoff rubric (to be developed).  Observation of understanding of rules and team play during games.
February	<b>Fitness Logging</b>	<b>4.2. Develop a health and fitness plan and a monitoring system.</b> Develop a support system and record-keeping system to achieve health and fitness goals.	Students will: <ul style="list-style-type: none"> <li>• Record daily levels of health and fitness related activities including; aerobic exercise, components of fitness, sleep, breakfast, exercise outside of class.</li> </ul>	Weekly recording sheets (online recording is being developed)	Completion of weekly fitness logs with all days accounted for.

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March	<b>Self Defense For girls</b> <i>(depends on instructor expertise. If no instructor has expertise in self defense it should be replaced with a different unit)</i>	1.2. 1. Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Demonstrate proper yellow, orange, red and black alert modes in a self defense setting.</li> <li>• Understand the situations that can lead to being a victim of violent crime and how to avoid them</li> <li>• Demonstrate proper knee, palm and elbow form with emphasis on preparation, weight shift and follow through</li> </ul>	Video of self defense clinic by David Brown of Total Confidence Martial Arts  Wave masters in PE storage in counselors portable	Observation of yellow, orange red and black alert modes including stance, voice, eye contact and proper escalation.  Optional wolf line role playing
March	<b>Team Handball boys</b>	1.3. Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Perform basic team handball skills, including catch, toss and dribble with correct preparation, weight shift and follow through.</li> <li>• Display fundamentals of team play in games.</li> <li>• Display understanding of ultimate frisbee rules in games.</li> </ul>	Team handball form posters (to be developed)	Team handball skill checkoff rubric (to be developed).  Observation of understanding of rules and team play during games.
March	<b>Fitness Knowledge review</b>	.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals. <b>4.3. Develop a health and fitness plan and a monitoring system.</b>	Students will: <ul style="list-style-type: none"> <li>• Review and demonstrate knowledge of all areas of fitness including; five components of fitness, FITT and training principles</li> </ul>		State CBA "Fitness Plan for Pat"

April is WASL month with fewer class meetings and less instructional material. Emphasis is on providing much needed exercise after testing and preparing for the fitness testing in May.

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April	Review sports activities (can include any activities engaged in during the year)	1.4. Develop fundamental and complex movement skills, as developmentally appropriate. 1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass). 1.2. Safely participates in a variety of developmentally appropriate physical activities. 1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.	Students will: • Demonstrate skill in a variety of sports including; Badminton, pickleball, flag football, hockey, volleyball and basketball.	All PE sports equipment	Observation of skills developed over the year.  Observation of understanding of rules and team play during games.
April	Fitness & running activities	1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.	Students will: • Engage in a variety of fitness activities and games outside to prepare for fitness testing in May.		

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May	<b>Fitness measurement &amp; goal setting</b>	1.1. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals. <b>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</b>	Students will: <ul style="list-style-type: none"> <li>Perform fitness tests that measure the five components of fitness               <ol style="list-style-type: none"> <li>Cardiorespiratory endurance</li> <li>Muscular strength</li> <li>Muscular endurance</li> <li>Flexibility</li> <li>Body composition</li> </ol> </li> <li>Evaluate progress measured against fitness goals set in September.</li> </ul>	Fitness testing equipment in PE storage portable	Written completion of fitness measurements in portfolio
May	<b>Geocaching  Tennis</b>	1.5 Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>Understand how to set coordinates on a GPS unit and follow them to a target</li> <li>Complete geocaching courses set up throughout the Lakewood campus</li> </ul> <ul style="list-style-type: none"> <li>Perform serve, forehand and backhand with correct preparation, weight transfer and follow through.</li> <li>Display fundamentals of team play (communication, zones etc ) in games.</li> <li>Display understanding of tennis rules in games.</li> </ul>	Campus maps in PE storage  GPS units in PE storage  Tennis raquets and tennis balls in PE storage.  Tennis rules poster  Tennis form posters (to be developed)	Observation of ability to set coordinates and follow a bearing with a GPS unit.  Completion of geocaching course and recording sheet.  Observation of tennis skills, preparation, weight transfer and follow through  tennis skill checkoff rubric (to be developed)  Observation of understanding of rules and team play during games.

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June	<p><b>Geocaching</b></p> <p><b>Tennis</b></p>	<p>1.6 Develop fundamental and complex movement skills, as developmentally appropriate.</p> <p><b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b></p> <p>1.2. Safely participates in a variety of developmentally appropriate physical activities.</p> <p><b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• .Understand how to set coordinates on a GPS unit and follow them to a target</li> <li>• Complete geocaching courses set up throughout the Lakewood campus</li>   <li>• Perform serve, forehand and backhand with correct preparation, weight transfer and follow through.</li> <li>• Display fundamentals of team play (communication, zones etc ) in games.</li> <li>• Display understanding of tennis rules in games.</li> </ul>	<p>Campus maps in PE storage</p> <p>GPS units in PE storage</p> <p>Tennis raquets and tennis balls in PE storage.</p> <p>Tennis rules poster</p> <p>Tennis form posters (to be developed)</p>	<p>Observation of ability to set coordinates and follow a bearing with a GPS unit.</p> <p>Completion of geocaching course and recording sheet.</p> <p>Observation of tennis skills, preparation, weight transfer and follow through</p> <p>tennis skill checkoff rubric (to be developed)</p> <p>Observation of understanding of rules and team play during games.</p>