

PE Scope and Sequence for Middle School 8th Grade Core Courses

Teachers may adjust length of time that is appropriate to their schedule.
 Teachers may omit units they do not have the proper equipment for.
 Units do not need to be taught in specific order to allow flexibility for space and equipment needs.

| Unit Name | Badminton | Baseball/Softball | Basketball | Chasing/Fleeing | Cross Country/ Sprints | Fitness Testing |
|----------------------|---|--|---|---|--|--|
| Suggested Time Frame | 2 Weeks | 1 Week | 2-3 Weeks | 2-3 Days, or used as warm-up/cool down | 1-2 weeks | Ongoing |
| Unit Description | Net sport that requires more skill and finesse than strength. Students will learn the rules and essential skills of serving, and receiving. | Students will learn the basic and more advanced rules and situations. This would require bats, baseballs/softballs, helmets, protective catchers gear-- unless using a whiffle ball and bat. | Students will learn general ball-handling skills. Passing, dribbling, shooting, guarding, and rebounding. Focus on offensive and defensive strategies to get students to play modified and regulation games. | This can include tag games, but also games such as capture the flag, flag tag, mission impossible. | There will be practice and discussion over race strategy, how to prepare for race day when it comes to diet and nutrition. | Using the fitnessgram testing model the students should perform all the tests in the fitnessgram. |
| Priority Standards | S1. M12-Serving Executes consistently (at least 70%of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, pickle ball. S1.M13 - Striking Strikes, with a mature overarm pattern, in a modified game for one of the following net/wall games: volleyball, handball, badminton, tennis, pickleball, spikeball, etc S1.M14 - Forehand and Backhand - 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 pickleball, tennis, badminton, or paddle ball. S1.M15 Weight Transfer Transfers weight with correct timing using low to high striking pattern with a short- or long-handled implement on the forehand or backhand side. | S1M20-- Strikes pitched ball with an implement for power to open space in a variety of small-sided games. S1M21 -- - Catches, with or without an implement, from different trajectories and speeds in a dynamic environment or modified game play | S1. M6 Games and Sports: Invasion Games - Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, and/or screens. S1. M7 Games and Sports: Invasion Games - Executes the following offensive skills during small-sided game play: pivots, give and go, and fakes. S1. M8 Games and Sports: Invasion Games - Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play. S1. M10:Games and Sports: Invasion Games.Shooting on Goal - Shots on goal with power and accuracy during small-sided game play S1. M11:Games and Sports: Invasion Games. Defensive Skills - Maintains defensive ready position appropriate to the sport in a small-sided invasion game. | S2.M1 Games and Sports Creating Space with Movement-- Opens and closes space during small-sided game play by combining locomotor movements with movement concepts | S1. M24 Individual Performance Activities: - Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities. | S3.M1 Physical Activity Knowledge: -- 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.M6 Fitness Knowledge - - Values participation in a variety of self-selected cardio vascular fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming S3.M7 Fitness Knowledge - - - Compares and contrasts health- and skill- related fitness components. S3.M8 Fitness Knowledge - - - Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based current fitness level. S3.M9 Fitness Knowledge - - - Describes, demonstrates, and employs a variety of appropriate static stretching techniques for all major muscle groups S3.M10 Fitness Knowledge -- - Describes the role of a variety of fitness-related concepts. E.g. Aerobic and anaerobic capacity, muscular strength and endurance, nutrition and weight management, flexibility and injury prevention. S3.M11 Fitness Knowledge - --Uses the overload principle (FITT formula) in preparing a personal workout. S3.M12 Fitness Knowledge - - Designs and implements a warm up/cool down regimen for a self-selected physical activity. S3.M13 Fitness Knowledge - - - Defines resting heart rate and how the RPE scale can be used to adjust workout intensity during physical activity. S3.M14 Fitness Knowledge - - - Explains how body systems interact with each other (e.g. Blood transports nutrients from the respiratory system during physical activity) S3.M15 Assessment and Program Planning - - - Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment. S3.M16 Assessment and Program Planning - - - Designs and implements a program to improve levels of health related fitness and nutrition. |
| Skills | Doubles Play Singles Play Serving Powershots Game strategies | Review of throwing and catching. Fielding. Pitching. Batting. | Passing, dribbling, shooting, guarding, rebounding, team play. | Fleeing and chasing other players both safely and freely. | Being able to run for the whole distance and also have the ability to have enough energy to finish strongly. | Students will measure physical fitness, cardiorespiratory performance, how to increase performance through interval training and pace running. Students will be able to demonstrate ways to improve body tone through the use of muscular strength and endurance. Demonstrate flexibility exercises. Use a variety of ideas to increase speed and agility: obstacle courses, circuit training, agility runs. |
| Academic Vocabulary | Forehand, backhand, volley, overhead | Ball, strike, out, home run, force out. | Dribble, finger pads, screen, roll, pop. | Tag, Flee, chase, | Rabbit, pack, closing kick, pacing. | Curlup, push up, pacer test, cardiovascular exercise, endurance training, muscular strength. |

| Unit Name | Flag Football | Ultimate Frisbee | Golf | Health and Nutrition | Hockey | Kickball |
|----------------------|--|--|---|--|---|--|
| Suggested Time Frame | 2 Weeks | 2-3 Week | 1 Week | 1-2 Weeks | 2-3 Weeks | 1 Week |
| Unit Description | To be able to understand the game of flag football, along with learning how to pass and catch the ball | Students will understand the game of ultimate frisbee by demonstrating skills through several days of activity and during game play. | The students will gain the basics of swinging a variety of golf clubs including the putter. Students will learn the scoring system and terms. Should talk about how "honors" are decided. | This will be reviewing nutrition and health concepts including proper plating, meeting the nutritional groups, how many minutes one should strive for. | Student's will be able to understand the cues for dribbling and passing a hockey puck and how to hold the hockey stick with the end goal of accurate hockey play and scoring. | Depending on equipment and personal preference this could take the place of baseball and softball units. |

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| Priority Standards | S1.M2 Throwing - - Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. S1.M3 Catching - Catches using an implement in a dynamic environment or modified game play. S1.M5 Passing and Receiving, Moving Target Throws a lead pass to a moving target off a dribble or pass with hands, feet, or an implement S1.M7 Offensive Skills - Executes the following offensive skills during small-sided game play: pivots, give and go, and fakes. | S3.M5 Engages in Physical Activity Values participation in a variety of self-selected lifetime activities outside of the school day. E.g. Recreational team sports, outdoor pursuits, martial arts, aquatic activities, dance, etc S2.M2 Games and Sports Creating Space with Offensive Tactics - 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, and give and go. | S1. M19 Games and Sports: Target Games Striking Strikes, with an implement, a stationary object for accuracy, distance, and power in such activities as croquet, shuffleboard or golf. S1. M22 Outdoor Pursuits - Demonstrates correct technique for basic skills on at least 2 selfselected outdoor activities. | S3.M17 Nutrition - - Describe the relationship between poor nutrition and health risk factors. S3.M18 Stress Management - Demonstrates basic movements used in other stress reducing activities such as yoga, tai chi, and deep breathing. S5.M1 Health — Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, CV endurance, and body composition) and explains the connections between fitness and overall physical and mental health. S5.M2 Health Analyzes the empowering consequences of being physically active. | S2.M9 Target Games Shot Selection - Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. S2.M10 Fielding/Striking Games Offensive Strategies - Identifies sacrifice situations and attempts to advance a teammate. | S1. M20 Games and Sports: Fielding/Striking Games Striking – Strikes pitched ball with an implement for power to open space in a variety of small-sided games. S1. M22 Outdoor Pursuits - Demonstrates correct technique for basic skills on at least 2 selfselected outdoor activities S2.M10 Fielding/Striking Games Offensive Strategies — Identifies sacrifice situations and attempts to advance a teammate. |
| Skills | Gripping the ball Passing Receiving (catching) Running Pass Patterns Carrying the ball Taking a handoff Running with the ball Blocking Punting | Throwing, Catching, guarding, pivoting, intercepting. | Swinging a golf club with balance and force. Trying to hit the ball toward a target. Using a putter. | Perform the tasks and be present and take good notes. Also practicing setting up balanced plates from a nutritional standpoint. | Being able to move a puck/ball with control and speed, shooting an implement with accuracy and aim, describe the rules and how they work in game play. Dribbling, Passing, Shooting, Goalkeeping | Students will be able to kick a moving ball, throw to the correct base, know which direction to run the bases, know simple rules. |
| Academic Vocabulary | Laces, spiral, flag guarding, corner, post | Grip, catch, throw, power, switch, fake | Par, birdie, eagle, bogey, double bogey, swing plane. | Cardiovascular exercise, nutrients, stress management | Stick Handle, pass, tape, offside, icing, Face-off, Goalie, Center, Forward, Guard | 1st base, 2nd base, 3rd base, force play, home run, tag |

| Unit Name | Jumpropping | Soccer | Team Handball | Tennis/ Pickleball | Volleyball | Speedball |
|----------------------|---|---|--|--|---|---|
| Suggested Time Frame | 1 Week | 2 Weeks | 1 Week | 1 Week | 1 Week | 1-2 Weeks |
| Unit Description | To provide students with an opportunity to understand the benefits of jumpropping for a well-rounded exercise program and as an activity to use for group activity if students are more advanced. | This unit will cover the basics of soccer, the field dimensions, what is the difference between the goalie and field players, different alignments of players. | Students will learn the measurements and dimensions of the court, they will learn to throw and catch well. Then students will progress toward game play. | The students will be able to hit a backhand and forehand ground stroke, hit a forehand and backhand volley, and understand the court lines. | The students will learn to pass, set, learn how to rotate and also rally and side out scoring. | Speedball combines the basic skills of soccer, football, and basketball, and it is played outdoors on a field. Speedball is very similar to soccer. You will need a soccer goal, and larger sized soccer ball. Playing area is 100 yards long with a midline, a restraining line 5 yards from the midline on both sides, and 5-yard end zones at both ends. |
| Priority Standards | S1. M24 Individual Performance Activities - Demonstrates correct technique for basic skills in at least 2 selfselected individual performance activities. | S1.M9 Dribbling/ball control with feet. - Foot dribbles or dribbles with an implement with control changing speed and direction during small-sided game play S1.M10 Shooting on goal Shots on goal with power and accuracy during small-sided game play. | S1. M5 Games and Sports: Invasion Games Passing and Receiving, Moving Target Throws a lead pass to a moving target off a dribble or pass with hands, feet, or an implement. S1.M4 Games and Sports: Invasion Games Passing and Receiving - Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level with competency in modified invasion games, such as lacrosse or hockey. | S1. M13 Games and Sports: Net/Wall Games Striking - Strikes, with a mature overarm pattern, in a modified game for one of the following net/wall games; volleyball, handball, badminton, tennis, pickleball, spikeball, etc. S1. M14 Games and Sports: Net/Wall Games Forehand and Backhand — 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 pickleball, tennis, badminton, or paddle ball. | S1. M12 Games and Sports: Net/Wall Games Serving - Executes consistently (at least 70%of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, pickle ball. S1. M13 Games and Sports: Net/Wall Games Striking - Strikes, with a mature overarm pattern, in a modified game for one of the following net/wall games; volleyball, handball, badminton, tennis, pickleball, spikeball, etc. S1. M16 Games and Sports: Net/Wall Games Volley Forehand and backhand volleys with a mature form and control using a short- handed implement during modified game play | S3.M5 Engages in Physical Activity - Values participation in a variety of self-selected lifetime activities outside of the school day. E.g. Recreational team sports, outdoor pursuits, martial arts, aquatic activities, dance, etc. |
| Skills | | Kicking with accuracy both in shooting and passing, the ability to dribble with control while keeping it close to ones body, describing the reasons for one formation over another. | Pass, catch, shoot, interception, working as a team. | The students will be able to hit a backhand and forehand ground stroke, hit a forehand and backhand volley, and understand the court lines. | The students will need to learn to underhand pass, overhead set, proper spiking footwork. | Chest pass, baseball pass, overhead pass, underhand pass, hook pass, catching, foot dribbling and kicking, converting ground balls into aerial balls via one-foot and two-foot kickups. Trapping, blocking, guarding and goalkeeping. |
| Academic Vocabulary | Goal, stick, face-off | Inside-of-foot dribbling Outside-of-foot dribbling Passing Shooting (making a goal) Heading Trapping Tackling | Crease, goal, offside | Forehand, backhand, volley, singles, doubles. | Underhand Serve,Overhand serve, Volley, strike, forearm pass (bump), set pass, | One-Foot kick-up. Two-foot Kick-Up Dropkick Aerial Dribbling. |