

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (Physical Education) – 8th Grade

Invasion Games	
<p>UNITS Sample of units that can be included under teaching invasion games.</p>	<p>Flag football, lacrosse, hockey, soccer, rugby, ultimate frisbee, team handball, basketball</p>
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Invasion games are team games in which the purpose is to invade the opponents' territory while trying to score points and keeping the opposing team's points to a minimum.</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1:</p> <ol style="list-style-type: none"> 1. What are the key skills utilized in playing invasion games? 2. What are game strategies involved in invasion games? 3. What principles of offense and defense are utilized in invasion games? 4. How can one adjust speed and distance while playing invasion games? <p>Standard 2:</p> <ol style="list-style-type: none"> 1. When would one apply certain skills in invasion games? 2. How do you know when to apply strategy in invasion games? 3. When and what locomotor and non locomotor skills are used in invasion games? <p>Standard 3</p> <ol style="list-style-type: none"> 1. How does participation in invasion games improve physical fitness? 2. What skill-related components of fitness are used in invasion games? <p>Standard 4</p> <ol style="list-style-type: none"> 1. What are the rules and game strategies involved in invasion games 2. How do teamwork and sportsmanship affect game play? <p>Standard 5</p> <ol style="list-style-type: none"> 1. How can participation in invasion games support a healthy lifestyle? 2. What are the social benefits of engaging in invasion games?

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<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>NPES</p> <p>Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: Apply knowledge of concepts, principles, strategies and tactics 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 respects self and others.</p> <p>Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>8.1.MP1. Apply advanced movement concepts, principles, strategies and tactics when learning and performing physical activities.</p> <p>8.1.MP2. Demonstrate refined and combined motor skills in a variety of games and activities.</p> <p>8.1.MP3. Perform controlled movements incorporating strategy in game-like situations.</p> <p>8.1.MS1. Apply locomotor, nonlocomotor and manipulative skills while using appropriate performance cues in game-like situations.</p> <p>8.2.MC1. Demonstrate how movement concepts, principles and game strategies and critical elements of activity-specific movement skills represent skilled performance.</p> <p>8.2.MC2. Demonstrate how motor skills and techniques are refined, combined and varied in specialized skilled performance.</p> <p>8.3.PA1. Evaluate the physical, social and mental/emotional benefits of being physically active.</p> <p>8.4.SW1. Accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.</p> <p>8.4.RE1. Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities.</p> <p>8.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.</p> <p>8.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.</p> <p>8.5.SI1. Demonstrate respect for self and others by asking for help and/or helping others in various activities.</p>
<p>Learning Targets What do you want your students to be able to do.</p>	<p>Students will understand, explain and apply rules and strategies to invasion games.</p> <p>Students will demonstrate cooperation and sportsmanship.</p>

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	<p>Students will identify and explain how fitness is important in invasion games.</p> <p>Students will understand, explain and apply concepts of offense and defense.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>dribble, pass, offense, defense, goal, shot, follow-through, anticipate, trapping,</p>
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Social Studies Science</p>
<p>Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Teacher observation • Teacher checklist • Teacher/student discussion •Self assessment •Peer assessment</p>
<p>Instructional Strategies/Resources</p>	<p>direct instruction, modeling, differentiation</p> <p>Dynamic Physical Education https://www.dynamicpeasap.com/ OpenPhysEd: https://www.openphysed.org SPARK: https://www.sparkfamily.org PE Central: https://www.pecentral.org SHAPE America: https://www.shapeamerica.org/</p>
<p>**Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.</p>	