
Alaska 8 Physical Education

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alaska
Grade	8 (Middle)
Subject	Physical Education
Course category	Required / State or Local
Standards family	Physical Education
Framework	Alaska Physical Education Standards
Issuing agency	Alaska Department of Education and Early Development
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Serving in Net and Wall Games

Unit 3: Net, Wall and Striking Skills · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is a serve trying to achieve?
Standards	Serving for Distance and Accuracy -> A.6-8.2 Alaska Physical Education Standards / Standard A - motor and movement skills — Demonstrate competent skills for participation in individual and dual activities (golf, Frisbee, bowling, racquet/paddle sports, Native Youth Olympics games).
Learning target	"I can serve with distance and accuracy in net and wall games."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will execute a proper serve for distance and accuracy for net and wall games in modified game play.

Success criteria (student-friendly)

- "I execute a consistent serve."
- "I place it accurately."
- "I use the serve to gain an advantage."

Academic vocabulary

serve, placement, consistency, net game, wall game, advantage

Materials and technology

- Whatever net or wall the school has
- Balls or shuttles
- Implements

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.

Support area	This week's plan
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

A consistent, placed serve used to gain an advantage.

Family communication

Ask your child where they aimed their serve.

Day 41 — Consistency Before Anything

Week 9, Day 1 · Unit 3 · Standards: A.6-8.2

Focus	The foundation.
Learning target	"I can serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

TEACHER NOTE: ADAPTATION - a lower net, a shorter court, an underarm serve, a larger or slower object, or serving from a seated position all meet the standard. NO SPECIFIC SPORT IS NAMED; the source says 'net and wall games'. Connect: striking. Teach: that a serve that does not go in is worth nothing regardless of its quality, so consistency comes first. Try: shared practice. Apply: pupils serve for consistency. Reflect: count successful serves, not spectacular ones.

Check for understanding

Student executes a consistent serve.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Putting It Where You Want

Week 9, Day 2 · Unit 3 · Standards: A.6-8.2

Focus	Accuracy.
Learning target	"I can serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

Connect: consistency. Teach: placement - aiming at zones rather than at 'in' - and the technical adjustments that move a serve around. Try: shared practice. Apply: pupils serve to three zones. Reflect: placement is what makes a serve a weapon rather than a restart.

Check for understanding

Student serves accurately to a chosen zone.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Distance and Depth

Week 9, Day 3 · Unit 3 · Standards: A.6-8.2

Focus	The standard's other word.
Learning target	"I can serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

Connect: placement. Teach: varying depth as well as width, and why a deep serve limits the returner's options. Try: shared practice. Apply: pupils vary depth. Reflect: depth is the dimension most players ignore.

Check for understanding

Student varies the depth of a serve.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Serving to Gain an Advantage

Week 9, Day 4 · Unit 3 · Standards: A.6-8.2

Focus	Application.
Learning target	"I can serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

Connect: depth and placement. Teach: choosing where to serve based on the opponent's position - which is the serve doing tactical work. Try: modified play. Apply: pupils play. Reflect: the point often starts being won at the serve.

Check for understanding

Student uses a serve to gain a tactical advantage.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Week 9 Check: Serving

Week 9, Day 5 · Unit 3 · Standards: A.6-8.2

Focus	Standard A.6-8.2 assessed.
Learning target	"I can serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

Connect: the week. Teach: the criteria - consistency, accuracy, depth, tactical use. Try: shared checking. Apply: pupils are observed. Reflect: recorded against 8-1.9.

Check for understanding

Student serves with distance and accuracy in modified play.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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