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# New Hampshire 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            | New Hampshire                                               |
| Grade            | 8 (Middle)                                                  |
| Subject          | Physical Education                                          |
| Course category  | Required / State or Local                                   |
| Standards family | Physical Education                                          |
| Framework        | New Hampshire K-12 Physical Education Curriculum Guidelines |
| Issuing agency   | New Hampshire Department of Education                       |
| 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          | <b>Serving for Distance and Accuracy -&gt; Curriculum Guideline 3, Grades 6-8 Demonstrates competency in motor skills and movements patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities. (psychomotor)</b> — (a) Combine and refine fundamental motor skills to competently participate in a variety of physical activities; (b) Apply fundamental and complex motor skills in a variety of physical activities; (c) Demonstrate use of strategies and tactics within a variety of physical activities |
| 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.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
| 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: Curriculum Guideline 3, Grades 6-8

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| 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: Curriculum Guideline 3, Grades 6-8

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| 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: Curriculum Guideline 3, Grades 6-8

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| 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: Curriculum Guideline 3, Grades 6-8

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| 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: Curriculum Guideline 3, Grades 6-8

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | Standard Curriculum Guideline 3, Grades 6-8 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

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- This is a **digital download**. Nothing is shipped.
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## Source citation

New Hampshire Department of Education. New Hampshire K-12 Physical Education Curriculum Guidelines. These are New Hampshire's Physical Education Curriculum GUIDELINES, not mandatory standards. The document states its expectations "are to be used as a tool for districts, schools and teachers to make local decisions." Student performance indicators are published at the completion of grades 2, 5, 8 and 12. New Hampshire is a local-control state: district schools, public charter schools and private schools each adopt their own curriculum, not the Department of Education nor the State Board of Education. Retrieved 2026-07-27 from <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/career-and-college-ready-standards>