

MIDDLE SCHOOL PHYSICAL EDUCATION CURRICULUM GUIDE



**2022-2023
BREVAR
PUBLIC SCHOOLS**

ANTI-HARASSMENT AND NONDISCRIMINATION NOTICE

SCHOOL BOARD OF BREVARD COUNTY

Educational Services Facility
2700 Judge Fran Jamieson Way
Melbourne, FL 32940-6601

SUPERINTENDENT

Dr. Mark Mullins, Ed.D.

SCHOOL BOARD MEMBERS

Misty Belford, Chairman
Matt Susin, Vice Chairman
Jennifer Jenkins
Katie Campbell
Cheryl McDougall



The School Board of Brevard County, Florida does not discriminate on the basis of race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information or any other factor protected under applicable federal, state, or local law. The district also provides equal access to its facilities to youth groups, as required by the Boy Scouts of America Equal Access Act. The School Board of Brevard County is in compliance with the Americans with Disabilities Act of 1990 (ADA) and the Amendment Act of 2008 (ADAA), the Florida Education Equity Act of 1984, Age Discrimination Act of 1967 and Section 504 of the Rehabilitation Act of 1973, Civil Rights Act of 1964 including: Title II, Title VI, and Title VII, United States Education Amendments of 1972 - Title IX, Age Discrimination in Employment Act (ADEA), and Individuals with Disabilities Act (IDEA). Questions, complaints, or concerns with any of the above should be reported to either of the Anti-Harassment Compliance Officers listed below for proper assistance and handling. For concerns involving:

Students, Exceptional Education/504, Title IX, or the Public contact:

Assistant Superintendent of Equity, Innovation, Choice
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633-1000 Ext. 11500

Employees or Job Applicants contact:

Director of Human Resources & Labor Relations
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633-1000 Ext. 11265

Reasonable accommodations are available for persons with disabilities to complete the application and/or interview process. Applicants and/or individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact the Director of Human Resources & Labor Relations for assistance. Inquiries concerning Title IX may be referred to the Assistant Superintendent of Equity, Innovation, Choice as listed above for assistance or the Office of Civil Rights. This publication or portions of this publication can be made available to persons with disabilities in a variety of formats, including large print, braille or audiotope. Telephone or written requests should include your name, address, and telephone number. Requests should be made to the Office of Exceptional Education Projects, (321) 633-1000, ext. 11535, at least two (2) weeks prior to the time you need the publication.

MISSION STATEMENT

Our Mission is to serve every student with excellence as the standard

Table of Contents

Mission Statement and Philosophy	1
Stakeholder Responsibilities	2
Safety- Legal Liability- Procedures	4
Weather Safety	9
Teaching Diverse Learners	16
Assessment.....	21
Classroom Management.....	25
On the sidelines/ alternative assignments for medical excuse.....	28

Scope and Sequences Appendix

M/J Comprehensive 6/7 Scope and Sequence	Appendix A
M/J Comprehensive 7/8 Scope and Sequence	Appendix B
M/J Team Sports Scope and Sequence.....	Appendix C
M/J Alternative/Extreme Scope and Sequence.....	Appendix D

Brevard County Physical Education Mission Statement:

“To Actively Educate all Students to Attain Lifelong Personal Wellness and Exceptional Health.”

Brevard County Schools Mission Statement:

“To Serve Every Student with Excellence as the Standard”

PHILOSOPHY AND BELIEFS

The goal of physical education in Brevard Public Schools is to provide students with a standards based, balanced, sequential and progressive educational activity program. The program aimed at seventh and eighth grade students includes movement concepts and skills that are age and developmentally appropriate. This in turn leads to the development of motor skills, knowledge and values, which are needed to establish and maintain a healthy, physically active lifestyle. Our Middle School Curriculum focuses on developing health and skill related fitness as well as sport skills.

Sports, activities and games become ways through which students can practice, refine, and develop competence in their skills. The desired outcome is the development of student skills that can be used in a variety of games, sports and fitness activities. A focus on the development of skill competence and confidence necessitates an understanding of the principles of motor learning and professional practice best suited to skill development.

Skills and knowledge should be continually assessed to ensure understanding, advancement and proper progression is taking place. Through their middle school years students should gain proficiency and confidence while working toward mastery of the standards and prepare to be life-long participants in physical activity.

Stakeholder Responsibilities



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

PERSONNEL RESPONSIBILITIES

Teacher Responsibilities

The physical education teacher will:

- Prepare instructional units to meet the standards aligned to the courses he/she is assigned to teach.
- Provide for proper care of equipment and facilities where equipment and facilities shall be inspected on a regular basis and unsafe conditions documented and reported.
- Coordinate, when possible, with subject area teachers to create interdisciplinary learning opportunities.
- Make accommodations to meet the needs of students with IEP's (Individual Education Plans) or 504 Plans
- Establish a file of student health concerns and communicate with the school nurse to meet the health needs of all students.
- All emergencies and health concerns that occur during the course of a physical education class should be documented and retained for the teacher's records.
- Provide opportunities for hydration to include water fountain breaks and access to student water bottles.
- Communicate student successes and/or areas of concern to parents and other appropriate stakeholders.
- Create and maintain good rapport with parents and community.
- Participate in District level in-services and be a member of professional organizations.
- Evaluate program effectiveness (i.e. School Health Index, School Wellness Investigation, PECAT from CDC).
- Instruct and supervise students to ensure safety in all aspects of physical education.
- Develop comprehensive emergency substitute folders including lessons plans and emergency procedures in case of an unplanned absence.
- Be an advocate for your program by talking to parents on a regular basis, offering parent/student events and creating a physical education website.

Student Responsibilities

The student should:

- Fully participate during physical education classes in an active, cooperative and safe manner.
- Adhere to specific physical education rules and regulations and follow all safety rules.
- Take responsibility to maintain hydration by using water fountains during activity and/or bringing a water bottle to class.
- Provide the physical education teacher with written notification regarding participation or limitations in activities.
- Respect the rights of others.
- Inform the physical education teacher of any injury sustained during physical education class.
- Assume responsibility for personal property.
- Wear appropriate shoes and clothing/uniforms for physical education class.
- Use all physical education facilities and equipment properly and with care.
- Follow all safety protocol during class and in emergency situations

Parent Responsibilities

The parent should:

- Recognize the need for physical activity and motor development.
- See that the student is properly outfitted for physical education.
- Update your child's medical restrictions/limitations each year.
- Notify the physical education teacher in writing if temporary excusal from activity is required.
- Notify the physical education teacher in writing of temporary disabilities and provide a written doctor's statement for long-term disabilities.
- Provide a written statement from a doctor when your child is ready for reentry into physical education after long-term illness or injury.

SAFETY — LEGAL LIABILITY — PROCEDURES



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

PHYSICAL EDUCATION TEACHER DUTIES

The physical education teacher is expected to provide the leadership, professional knowledge, experiences, and an atmosphere of learning that will optimally carry on the goals and the objectives of this program. The physical education teacher should:

- Review the FLDOE course descriptions, district developed curriculum guides, scope & sequences, unit plans for use in instructional planning.
- Develop unit and daily lesson plans that include safety precautions, meet state standards & benchmarks, and follow district guidelines, policy and procedures.
- Provide instruction to meet each student's needs (differentiation and accommodations).
- Check physical education facilities for safety hazards and notify appropriate personnel if corrective action is needed.
- Maintain and care for equipment.
- Dress appropriately for activity.
- Know the safety and security procedures for your school.
- Actively monitor students at all times, including the locker room, gym, court, and field areas.
- Teachers should not be using their cellphones, tablets or other electronic devices for personal use during class. Cell phones can and should be used in emergency situations. In the event of an emergency that warrants a police/security, EMS, fire, or administrative response, teachers are encouraged to use the RAVE app.

LEGAL LIABILITY AND SAFETY

Physical education by its very nature is susceptible to accidents. Physical activity is vital to the growth and development of every student and teachers should not eliminate activities from their program solely based on fear of accidents. Teachers should address safety concerns in every lesson and use professional judgment, wisdom and prudence in the selection, instruction and supervision of the activities utilized in their physical education program.

Accidents occur in physical education classes that potentially have severe implications for physical educators. Teachers may be personally liable for their own negligent behavior when it results in injury to someone else.

Physical educators have a moral obligation to conduct their programs in such a way as to protect the welfare of the students.

DEFINITIONS

The following will give you a brief summary on legal liability and safety as it pertains to physical education.

Liability- According to Merriam-Webster Dictionary, liability is the state of being legally responsible for something or someone that causes problems.

Liability of the School or Board of Education – In the past, Florida schools have seen both periods of immunity and non-immunity from legal liability. At the present time, however, the Board of Education is subject to suits for acts of simple negligence or unintentional tort

Liability of the School Personnel – Any school employee (teacher, principal, etc.) can be held personally responsible for his/her actions. When a teacher is not negligent, however, there is no liability, regardless of the seriousness of the injury.

Tort – A tort is a legal wrong, which results in direct or indirect injury to an individual or to property.

Negligence – The failure to act, as a reasonably prudent and careful person would have acted under similar circumstances.

Acts of Omission - The failure to take action, which is necessary to protect another, when one is under legal duty to do so.

Acts of Commission – Acts, which a prudent person should realize, involve an unreasonable risk of injury to others.

In Loco Parentis – The teacher, in his/her performance of his/her duties, is acting in loco parentis, or in the place of the parents, and thus must watch out for the safety of the student as if he/she were his/her own children.

SOURCES OF TEACHER NEGLIGENCE

The following are the most common sources of teacher negligence in physical education.

1. **Poor supervision-** The teacher on duty during classes, lunch hour, and/or other specified times (as assigned by school administration) is responsible for supervision of students. He/she must be able to foresee possible injury as a result of dangerous play, etc. If the teacher is not present, foreseeability is impossible. If the teacher is distracted because he/she is using a cellphone or other electronic device for personal (non-school/work related) business, adequate supervision is not being provided.
2. **Poor instruction** – The teacher is responsible for instructing students prior to their participation in physical education activities. If a student is injured in an activity, in which he/she had no instruction, lack of foreseeability can again be shown on the part of the teacher. Written lesson plans are a written record of foreseeability protection.
3. **Failure to warn** – Always share with students the possibility of injury related to specific activities. Making students aware of potential danger is many times prevention to an accident.
4. **Leaving assigned class** – Teachers who leave their assigned class even temporarily to get a drink or go to the restroom are placing themselves in a position which would constitute negligence.
5. **Unsafe facilities and poor equipment** – Holes in the play area, protruding objects in play areas, faulty apparatus, etc., are examples. The teacher should check facilities and equipment in order to foresee possible injuries.
6. **Skill level and over-matching-** Teachers should not ask students to perform activities beyond their skill level or over-match students in games and activities where size, strength, previous knowledge, etc., would cause an injury.
7. **Negligence from others** – Injuries caused by the negligence of another student must be foreseeable. All teachers should know what to expect from each student in behavior as well as performance. Activities should be structured to alleviate any problems, which might arise.
8. **Poor protective measures-** The teacher must provide proper protection measure
9. **Liability of equipment** – No teacher may use equipment in any manner except what the manufacturer designed it for and assumes responsibility for its use. Doing otherwise places the district and possibly the teacher in a position of liability.
10. **Altering equipment** – No teacher may alter equipment or the intended use of the equipment. Doing otherwise places the district, and possibly the teacher in a position of liability.
11. **Installing equipment** – Any equipment that is to be installed on a permanent basis should be handled through a county or schoolwork-order.

SAFETY RULES AND PROCEDURES

The following rules and procedures can help eliminate or reduce accidents thus preventing legal negligence.

1. **Always be there** – Teachers should never leave their classes and should always have all the students in sight when on the job. Teachers must be actively aware of class happenings. This may require the teacher to frequently change positions in viewing the play area.
2. **Periodically check facilities and equipment** – If there is a dangerous piece of equipment on the play area, put it in writing and give it to the principal with a copy for your files. Keep students off the equipment or out of the area until repairs are made. If the equipment cannot be repaired, get it off the play area and destroy it as soon as possible.
3. **Evaluate the conditions of the area you intend to use for class each day. Adjust your lesson accordingly.** For example, if the field is too muddy or wet, for the safety of all, find an alternative place to hold class even if it means changing your lesson for the day.
4. **Accentuate the positive in teaching safety** – Avoid using “don’t” as much as possible. Stress the correct way of doing things. Tell the students specifically what they should do.
5. **Introduce activities that are appropriate to the skill level of the student.** Never require a student to perform a stunt or skill beyond his/her capacity. Do not over-match students in games or activities. Keep in mind his/her ability, previous experience, height, weight, and attitude.
6. **Designate safety zones around apparatus (golf, archery, ropes, etc.).** Maintain soft surfaces under any apparatus that involves jumping or landing. See that playing areas are free of broken glass, rocks, or other safety hazards. If repairs are needed, put it in writing to the school principal with a copy for your files.
7. **Have sufficient space between playing groups and around equipment.**
8. **Teach students to keep their eye on the ball** in a game even though they may not be involved in the play. Refrain from throwing a ball to a student who is not watching.
9. **Remind students that shoelaces should be tied properly, jewelry should be removed, and long hair pulled back.**
10. **Avoid roughness and horseplay.**
11. **When playing games in which striking objects are used (bats, rackets, hockey sticks, etc.), establish a safety zone around the student with the implement as appropriate for the activity. Establish and review safety rules for using implements as well as offense/defense safety rules (i.e. arm’s length safety zone, sticks cannot be raised above the knee, etc....) to help prevent injuries.**
12. **Have students develop safety rules necessary for an accident free class.** For example, drop the bat on the way to first base, catchers must wear a mask, and fielders’ gloves must be worn when playing with a regulation softball.
13. **Eating food including chewing gum, candy, lollipops or mints during physical education is not permitted**
14. **Refrain from using a fence or wall for a turning line in races or relays.** If students must run toward a fence or wall, establish a turning line well in front of the fence or wall.

15. **Teach students to control the impulse to throw the ball “one more time” or “shoot one more basket” after the whistle blows to terminate activities.**
16. **Teach students to refrain from touching, jumping at, or pulling on nets.**

PROCEDURES IN CASE OF AN ACCIDENT

In the event of an accident, the following, or similar procedure should be followed. It is recommended that each school have a written plan stating how their school will respond to accidents and that all teachers are informed.

1. The teacher should go to the scene of the accident immediately, while notifying school personnel via radio, cell phone including the RAVE app, etc.
2. If appropriate, teachers should signal stoppage of class activity and gather other students in a safe location until assistance arrives.
3. Immediately examine the injured student to learn the nature and extent of the injury and the emergency of the situation. Relay the information to school personnel.
4. If necessary, the teacher should administer first aid. Every teacher who supervises physical education should know basic first aid procedures. Physical education teachers are encouraged to receive training and become certified in CPR/AED and First Aid. Everything should be done to make the injured person comfortable. They should be reassured until emergency medical services (EMS) (911) can be secured.
5. The student is responsible for completing (thoroughly) the district’s incident/accident report.

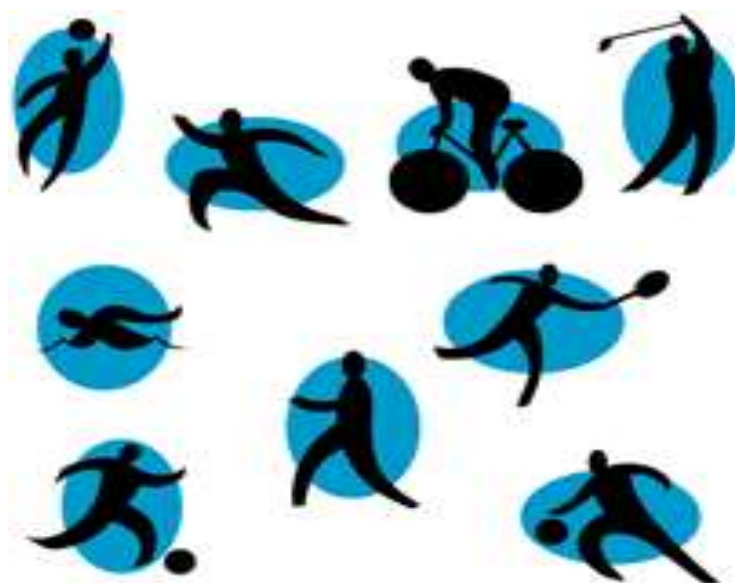
COLLECTING STUDENT MEDICAL INFORMATION

Each teacher should establish a procedure for collecting medical information from their students. Due to privacy issues, the clinic does not have to share the information they collect. Information regarding physically related medical concerns, allergies, etc. should be collected from each student and verified with the parent.

WEATHER SAFETY



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

INTRODUCTION

All students participating in a physical education program in Florida are placed under the environmental stresses of heat and humidity. In addition, severe weather pops up very quickly and can pose risks for our students.

Performing in the heat can result in problems that can be more serious than the immediate discomfort felt by the student. Dehydration, muscle cramps, heat exhaustion, and heat stroke are all possible outcomes of students performing under conditions of extreme radiant heat.

Making available sufficient amounts of water, adjusting the intensity of activities, acclimating to the heat, and participating with the proper amount of clothing may reduce heat disorders. Additionally, a sufficient amount of time is recommended to cool down after outdoor activity.

LIGHTNING SAFETY AND OUTDOOR ACTIVITIES ([School Board Policy 8420.01](#))

The board recognizes that Brevard County is in the geographic area with the highest risk of lightning strikes in the United States and lightning-related casualty rates associated with outdoor sports and recreation activities are on the rise. As such, it is critical that common sense and prudent practice guide decisions regarding lightning and outdoor activities.

The Board directs the superintendent to develop and implement procedures in planning for and responding to the threat of lightning during outdoor activities.

All teachers, coaches, and administrators responsible for district-sponsored or otherwise authorized outdoor activities, including, but not limited to, recess, classes, field trips, marching band and athletic practices, and contests shall comply with the following procedures in planning for and responding to the threat of lightning:

- A. An alternate, safe location for sheltering participants shall be identified prior to scheduling any outdoor activities so that it can be provided for participants in the event of severe weather. Prior to the beginning of each school year, shelter locations shall be established for all reoccurring outdoor activities.
 - a. *The best shelter commonly available against lightning is a fully enclosed building with plumbing and wiring. When sheltering in buildings, move to central areas away from windows, if possible. Stay away from plumbing fixtures, electrical wiring and appliances, and corded telephones. If a fully enclosed building is not available, a vehicle with a solid metal roof and metal sides (e.g., school bus, van, car), with the windows rolled up is the next best option.*
- B. To avoid the potential threat of lightning, weather forecasts and knowledge of local weather patterns should be considered before scheduling outdoor activities.
- C. Each morning prior to the commencement of outdoor activities and periodically thereafter, if appropriate, available resources (e.g., Weather Channel, NOAA weather radio, local TV/radio) shall be used to determine if severe weather is forecast for the area.
- D. If severe weather is forecast, approaching or present, the following codes will apply:
 - a. **Weather Code 1** - Severe weather is forecast. *Issue alert notice.*
 - b. **Weather Code 2** - Severe weather is approaching. *Notify staff, students, and visitors. Move students to safe shelter.*
 - c. **Weather Code 3** - Severe weather is fast approaching, possibly a tornado. *Notify staff, students, and visitors. Move students away from windows.*
 - d. **Weather Code 4** - Severe weather is rapidly approaching or present. Tornadoes have been sighted in the area. *Direct students and staff to get into the "tornado position" immediately.*

- E. **Conservative decisions will be made whenever severe weather is forecast or observed, with highest priority given to the safety of students.** If there is any question concerning the safe conduct of an outdoor activity, it shall be delayed, suspended, or postponed.
- F. **If severe weather is forecast or observed, a lightning monitor must be designated and shall use the "30-30 Rule"**, other available resources and observations in order to provide prompt notification to persons outdoors should sheltering be appropriate.
- a. Use of the "30-30 Rule" is mandatory where data from District-provided lightning prediction and warning systems are not available.
 - i. If the time between seeing lightning and hearing thunder is **thirty (30) seconds or less**, the outdoor activity shall not begin or if it is already in progress, the activity shall be suspended immediately. Persons outdoors shall be notified to seek proper shelter and students and staff shall move there immediately. *If the lightning can't be seen, just hearing thunder means the thunderstorm is close.*
 - ii. The person(s) responsible for the outdoor activity shall wait **thirty (30) minutes or more** after thunder is last heard before allowing students and staff to leave proper shelter.
 - iii. Use of lightning prediction and warning systems, where provided by the District, is mandatory.
 - b. The Office of Plant Operations and Maintenance (PO&M) is responsible for annual service/preventative maintenance of the systems and on-call customer service, including technical assistance by phone and/or on-site response to suspected system anomalies.
 - c. The principal or his/her designee shall ensure basic maintenance of the system (e.g., ensuring sensor assembly is free from dirt, oil, pollen, cobwebs, and bird nests), configuration and operation of the system in accordance with District standards, and notification of PO&M in the event of a system failure or need for District-level support.
 - d. Teachers, coaches, and administrators shall require that students and staff under their supervision obey warning horns/strobes by evacuating those under their supervision to shelter and requiring they remain there until the "all clear" signal is sounded or received. *These requirements may only be overridden with the concurrence of the principal or his/her designee AND a designated PO&M representative. Information from hand-held lightning detectors shall not be substituted for use of the "30-30 Rule" or a lightning prediction and warning system in making a decision to begin or suspend an outdoor activity. Because the performance of some commercially-available detectors may not be designed, manufactured, tested, maintained or used properly, they may only be used as an adjunct to, not a replacement for, compliance with the "30-30 Rule". While hand-held lightning detectors are not being recommended, use of both the "30-30 Rule" and a hand-held detector may provide added assurance that a correct decision is being made.*
- G. If a thunderstorm or electrical storm occurs in the area prior to the start of or during any outdoor athletic contest, the principal or his/her designee of the school involved in the contest shall request that the official interrupt or postpone the contest if the "30-30 Rule" or other information suggests that a lightning hazard exists. It is the responsibility of the host school principal or his/her designee to notify persons outdoors to seek proper shelter. Sufficient time must be afforded for the evacuation, which will depend on the location of the event, the number of persons involved, the distance to suitable shelter, the behavior of the storm, etc.
- a. *Policy 34 - Florida High School Athletic Association Handbook (2006-07): (1) If a thunderstorm or electrical storm occurs in the area prior to the start of or during any outdoor contest, the officials must immediately contact the principal or his/her designee of each school involved in the contest to determine if the contest should be played as scheduled, delayed, suspended, or*

post-poned. If the principal or his/her designee of either of the schools involved requests that the contest be interrupted or postponed, the officials must immediately honor such request. If the principal or his/her designee of only one of the competing schools is available, his/her request must be honored. (2) The safety and welfare of all concerned is of paramount importance. In no case may an official deny a request by a principal or his/her designee to delay, suspend, or postpone an outdoor contest due to inclement weather or imply that the contest will be forfeited as a result of such a request. (3) A suspended contest shall be resumed from the point of interruption. Otherwise, National Federation Rules regarding the resumption of suspended contests will apply.

- H. If outdoors, thunderstorms are in the area, and appropriate shelter is not available, avoid dangerous locations/activities (e.g., elevated places, open areas, tall isolated objects, water activities). Do **NOT** permit students to go under trees to stay dry in thunderstorms.
- I. If outdoors, the threat of lightning is imminent, and appropriate shelter is not available, use the "lightning crouch" as a last resort.
 - a. If in a group, individuals should spread out, with several body lengths between each person. If one (1) person is struck, others may not be hurt and can give first aid.
 - b. Each person should put their feet together, squat down, tuck their head, and cover their ears.
- J. If a person is struck by lightning, provide first aid. Start CPR, as appropriate. Have someone call 911. Use an Automatic External Defibrillator (AED) if available and appropriate. (Use of an AED is governed by Policy [8452](#) and AP [8452](#).)
- K. Schools shall educate students and staff on lightning safety and can facilitate public lightning safety education by sponsoring outreach events in conjunction with local authorities.

Heat-Related Illness/Heat Index Guidelines

Normally, the body has ways of keeping itself cool, by letting heat escape through the skin, and by evaporating sweat (perspiration). If the body does not cool properly or does not cool enough, the victim may suffer a heat-related illness. Anyone can be susceptible although the very young and very old are at greater risk. Heat-related illnesses can become serious or even deadly if unattended.

Preventing Heat-Related Illness

- **Dress for the heat.** Wear lightweight, light colored clothing. Light colors will reflect away some of the sun's energy.
- **Protect yourself from the sun** by wearing a wide-brimmed hat (also keeps you cooler) and sunglasses and by putting on sunscreen of SPF 15 or higher (the most effective products say “broad spectrum” or “UVA/UVB protection” on their labels).
- **Drink water.** Carry water with you and drink continuously even if you do not feel thirsty. Avoid alcohol and caffeine, which dehydrate the body.
- **Slow down.** Avoid strenuous activity. If you must do strenuous activity, do it during the coolest part of the day.
- **Stay indoors when possible.**
- **Take regular breaks** when engaged in physical activity on warm days. Take time out to find a cool place. If you recognize that you, or someone else, are showing the signals of a heat-related illness, stop activity and find a cool place. Remember, have fun, but stay cool!

Know What These Heat-Related Terms Mean

- **Heat wave:** More than 48 hours of high heat (90°F or higher) and high humidity (80 percent relative humidity or higher) are expected.
- **Heat index:** A number in degrees Fahrenheit that tells how hot it really feels with the heat and humidity. Exposure to full sunshine can increase the heat index by 15° F.
- **Heat cramps:** Heat cramps are muscular pains and spasms due to heavy exertion. They usually involve the abdominal muscles or the legs. It is generally thought that the loss of water and salt from heavy sweating causes the cramps.
- **Heat exhaustion:** Heat exhaustion is less dangerous than heat stroke. It typically occurs when people exercise heavily or work in a warm, humid place where body fluids are lost through heavy sweating. Fluid loss causes blood flow to decrease in the vital organs, resulting in a form of shock. With heat exhaustion, sweat does not evaporate as it should, possibly because of high humidity or too many layers of clothing. As a result, the body is not cooled properly. Signals include cool, moist, pale, flushed or red skin; heavy sweating; headache; nausea or vomiting; dizziness; and exhaustion. Body temperature will be near normal.
- **Heat stroke:** Also known as sunstroke, heat stroke is life-threatening. The victim's temperature control system, which produces sweating to cool the body, stops working. The body temperature can rise so high that brain damage and death may result if the body is not cooled quickly. Signals include hot, red and dry skin; changes in consciousness; rapid, weak pulse; and rapid, shallow breathing. Body temperature can be very high--sometimes as high as 105°F.

Stages of Heat-Related Illness

Heat-related illness usually comes in stages. The sign of the first stage is heat cramps in muscles. These cramps can be very painful. If you are caring for a person who has heat cramps, have him or her stop activity and rest. If the person is fully awake and alert, have him or her drink small amounts of cool water or a commercial sports drink. Gently stretch the cramped muscle and hold the stretch for about 20 seconds, then gently massage the muscle. Repeat these steps if necessary. If the victim has no other signs of heat-related illness, the person may resume activity after the cramps stop.

The signs of the next, more serious stage of a heat-related illness (often called **heat exhaustion**) include:

- Cool, moist, pale skin (the skin may be red right after physical activity).
- Headache.
- Dizziness and weakness or exhaustion.
- Nausea.
- The skin may or may not feel hot.

The signs of the late stage of a heat-related illness (often called **heat stroke**) include--

- Vomiting.
- Decreased alertness level or complete loss of consciousness.
- High body temperature (sometimes as high as 105°F).
- Skin may still be moist or the victim may stop sweating and the skin may be red, hot and dry.
- Rapid, weak pulse.
- Rapid, shallow breathing.

This late stage of a heat-related illness is life threatening. Call 911 or the local emergency number.

General Care for Heat Emergencies

1. **Cool the body.**
2. **Give fluids.**
3. **Minimize shock.**

For heat cramps or heat exhaustion: Get the person to a cooler location and have him or her rest in a comfortable position. If the person is fully awake and alert, give a half glass of cool water every 15 minutes. Do not let him or her drink too quickly. Do not give liquids with alcohol or caffeine in them, as they can make conditions worse. Remove or loosen tight clothing and apply cool, wet cloths such as towels or wet sheets. Call 911 or the local emergency number if the person refuses water, vomits or loses consciousness.

For heat stroke: Heat stroke is a life-threatening situation! Help is needed fast. Call 911 or your local EMS number. Move the person to a cooler place. Quickly cool the body. Wrap wet sheets around the body and fan it. If you have ice packs or cold packs, wrap them in a cloth and place them on each of the victim's wrists and ankles, in the armpits and on the neck to cool the large blood vessels. (Do not use rubbing alcohol because it closes the skin's pores and prevents heat loss.) Watch for signals of breathing problems and make sure the airway is clear. Keep the person lying down.

Guidelines for determining Heat Index (work with your administration)

Temperature and humidity data may be obtained from weather.com. Details specific to the school should be accessed as follows:

- Enter school zip code (district office zip code will be used)
- Highest estimated temperature and humidity during school hours should be used to calculate HEAT INDEX from the chart below. Limit activities according to second chart.

		% RELATIVE HUMIDITY																			
TEMPERATURE		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
	85	79	80	81	82	83	84	85	86	87	88	89	90	91	93	95	97	99	102	105	108
	90	84	85	86	87	88	90	91	93	95	96	98	100	102	106	109	113	117	122		
	95	88	90	91	93	94	96	98	101	104	107	110	114	119	124	130	136				
	100	93	95	97	99	101	104	107	110	115	120	126	132	138	144						
	105	97	100	102	105	109	113	118	123	129	135	142	149								
	110	102	105	108	112	117	123	130	137	143	150										
	115	107	111	115	120	127	135	143	151												
	120	111	116	123	130	139	148														
	125	116	123	131	141																
130	122	131																			

Heat Index	Category	Activity Limitations
<80		No limitations
80 to 89	Caution	75% vigorous activity/25% light activity or rest. Encourage hydration.
90 to 104	Extreme Caution	50% vigorous activity/50% light activity or rest. Enforce hydration. Sunstroke, heat cramps and heat exhaustion possible.
105 to 129	Danger	25% vigorous activity/75% light activity or rest. Enforce hydration. Sunstroke, heat cramps and heat exhaustion likely. Heat stroke possible
130+	Extreme Danger	All nonessential outdoor activities will be cancelled.

TEACHING DIVERSE LEARNERS



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

DIFFERENTIATED INSTRUCTION

“Differentiated instruction” refers to a systematic approach to planning instruction for diverse learners. It honors students' learning needs and maximizes each student's learning capacity. There are elements that teachers can differentiate to increase the likelihood that each student will learn as much as possible.

Content: What we teach and how we give student access to the information and ideas that matter. Its' varied materials and resources are used by all students as they work to meet the same standards. One of the most critical factors in determining content is the teacher's knowledge of both the subject and the students. The teacher's overarching goal is to hold the essential knowledge, understanding and skills steady for most learners.

Example- (Standard PE.6.C.2.7 Determine personal target heart rate zone and explain how to adjust intensity level to stay within the desired range.) Students must calculate their Target Heart Rate Zone for moderate (70% MHR) physical activity. Teacher sets up various activity stations (basketball/volleyball/jump ropes etc.). Students can choose an activity but they must raise their heart rate to the moderate zone in their chosen area. Teacher stops the class numerous times for students to assess HR, short discussion on how to modify activity to either increase or decrease activity to stay in the appropriate HRZ. All students will work toward understanding the standard but using different materials and resources.

Process: How students come to understand and own the knowledge, understanding, and skills essential to a topic. Its varied activities students participate in to process or make sense of content. Process happens when the teacher asks the students to stop listening or reading and to begin making personal sense out of information, ideas and skills they've accessed. Process is often used as a synonym for activities.

Product: How a student demonstrates what they know, understand and/or are able to do as a result of their learning. It is a variety of ways for students to show what they know, understand and are able to do. Product assignments should focus on essential knowledge, understanding, and skill performance.

In addition to these classroom elements, three student characteristics to which teachers can respond as they craft curriculum and instruction are:

Readiness: Current knowledge, understanding, and skill level a student relates to a particular sequence of learning. It reflects what a student knows, understands and can do related to standards and content. The goal of readiness is first to make the work a little too difficult for students at a given point in their growth, and then to provide the support they need to succeed at the new level of challenge.

Interest: What a student enjoys learning about, thinking about and doing. It helps students connect with new information, understanding and skills by revealing connections with things they already find appealing, intriguing and relevant.

Learning profile: A student's preferred mode of learning (visual/auditory/kinesthetic), it helps students learn in the ways they learn best, and to extend ways in which they can learn best.

Examples of differentiated instruction in physical education can be seen through strategic grouping. Students can be grouped by:

- **Ability grouping-** students can be grouped in two ways based on ability; they can be grouped into beginning, developing and advanced level groups or mixed groups with equal (or close to equal) numbers of students from each ability level grouped together.

- **Interest grouping**- students can be grouped based in their interest in a certain activity. To assess student interest you could conduct interest surveys or inventories as well as have class and individual discussions.
- **Student pairings**- having students assist each other with specific needs is a way to give them responsibility for their learning. In this way, students teach each other a skill and get individualized instruction from each other. To organize this quickly, students should be pre-assessed and the teacher pairs students based on ability (always consider personality when pairing to avoid unnecessary conflict).
- **Random groups**- at times in physical education, groups or pairs need to be formed quickly to engage students in skill practice or games. There are various ways to quickly group students:
 - Find someone who has the same color eyes/socks/birth month.
 - Students born January-April, May-September, October-December.
 - Students who walked/biked to school, took a car, took the bus.
 - Write numbers on popsicle sticks and create groups (numbers 1-4,5-8, or all even numbers/odd numbers, all multiples of ____).

Reference: Tomlinson, C. & Strickland, C. (2005). Differentiation in Practice: A resource guide for differentiating curriculum. ASCD.

Exceptional (ESE) Students in Physical Education

Academic Related Exceptionalities

Please refer to the students' IEP (Individualized Education Program) or 504 for accommodations that you as a teacher must be aware of and implement in your classroom.

Adapted Physical Education Resources

- http://media.specialolympics.org/resources/community-building/youth-and-school/unified-champion-schools/Unified-Physical-Education-Resources.pdf?_ga=2.97367647.1174693366.1554312015-328261323.1522376732
- <https://www.pecentral.org/adapted/adaptedmenu.html>
- <https://apens.org/>

English Language Learners (ELL) in Physical Education

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

English Language Learners (ELL) students are similar in many ways to students whose native language is English: they learn at different rates, have various interests and characteristics and different personalities, and bring vast differences in background knowledge and experiences to the learning situation.

Teachers are required to provide instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click see your course descriptions in CPALMS.

From the perspective of the teacher, teaching a multilingual class requires more time and more effort because all students probably do not have similar background knowledge. Teachers must be flexible, willing to learn and grow, be able to adapt and accept ELL students, and convey an attitude of valuing others' languages and cultures. Many ELL cultures have an entirely different view of education, including the role of the teacher and the student, the environment for learning, and materials used, such as books, resources, and audio-visual materials.

Instructional Strategies for ELL Students

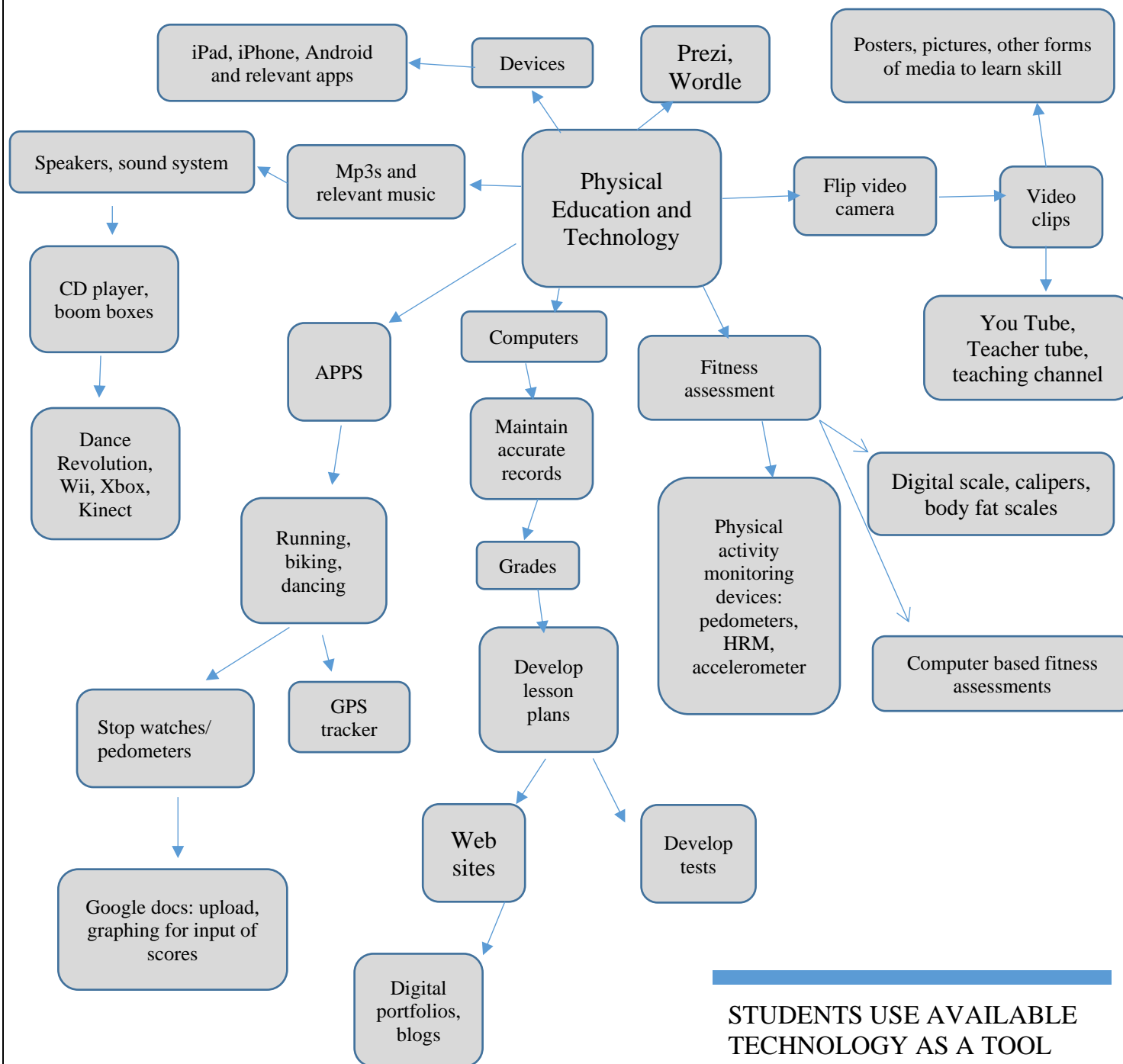
- Encourage students to ask for help.
- Speak clearly and at a normal pace.
- Check for understanding.
- Use visual aids to emphasize key concepts or terms.
- Utilize cooperative learning group

Use of Technology in Physical Education

“The introduction or emerging of digital technologies in physical education does not seek to replace physical activity; it aims to help explore physical activity. Technology becomes like any other tool in the physical education teachers toolkit, useful for whenever the situation demands it, never just for the sake of it”

- Jarrod Robinson (The P.E. Geek)

Examples of Technology in Physical Education



STUDENTS USE AVAILABLE TECHNOLOGY AS A TOOL RATHER THAN PASSIVELY RECEIVING INFORMATION FROM THE TECHNOLOGY.

ASSESSMENT



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

ASSESSMENT

Assessment refers to the tasks, activities, or procedures designed to obtain accurate information about student achievement. From the educator's perspective, assessment helps answer these questions:

- What do students know?
- How will I know when they learned the content taught in my lessons?
- How will I know students have mastered or become proficient in skills?
- What will I do when they do learn or master it?
- What will I do if they don't?

Assessment activities should not only examine simple recognition or recall of information, but should also determine the extent to which students have integrated and made sense of information, whether they can apply it to situations that require reasoning and creative thinking, and use their knowledge of health education and physical education to communicate their ideas (KUD).

Different Types of Assessment

Formative assessment is done to monitor student learning which provides ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessments can be a combination of both formal and informal methods and it typically involves qualitative feedback for both student and teacher that focuses on the details of content and performance.

Summative assessment is used to evaluate student learning at the end of an instructional unit by comparing it against standards or benchmarks.

Diagnostic assessment or pre-assessment can provide teachers with information about each student's prior knowledge before beginning instruction. You can use a diagnostic assessment to develop unit and lesson plans that provide differentiated instruction to meet students' needs.

The unique nature of physical education calls for using multiple forms of assessment to clearly understand each student's progress and to evaluate the impact of instructional strategies. Developing a variety of assessments will allow the students the opportunity to effectively demonstrate knowledge to verify that learning has taken place.

- **Performance assessments** require the student to create a product or demonstrate a skill, process, or concept. Performance assessments can also be used during game play to assess students' understanding of the offensive/defensive strategies and ability to perform skills. Rubrics or checklists are useful tools to complete this type of assessment and can be completed by either peers or teachers. Using video as a tool for the purpose of assessing student performance can be a valuable part of the learning process. Video can be used for self, peer, or teacher assessment. When using video it is important to note the following:
 - o Videos taken for assessment purposes are not permitted to be shared publicly, posted electronically, or used for purposes other than assessment.
 - o Videos are to be deleted once evaluated, but a written record (i.e. rubric, grading sheet, etc.) of the evaluation must be kept for grading purposes.
- **Self-assessment** enables students to examine their own work and reflect upon their accomplishments, progress, and development. The teacher may supply the student with assessment criteria or assist students in developing their own. This form of assessment assists students in developing the critical thinking and evaluative skills that lead to independent learning
- **Cognitive Assessments** determine the knowledge and understanding students have gained within a particular unit or course of study. Cognitive assessments can be written or oral. (They should include multiple choice and extended/constructed response items.)

Assessment tools used will vary depending on program needs and individual classroom management styles. The assessment methods selected for a particular activity should reflect attainment of the benchmarks.

The Use of Assessment Rubrics

An assessment rubric is a set of standards used to rate student's proficiency on performance tasks (e.g., essays, short answer exercises, projects, portfolios, etc.). Rubrics can be thought of as scoring guides that permit consistency in assessment activities. A rubric often consists of a fixed scale describing levels of performance and a list of characteristics describing performance for each of the points on the scale. Alternatively, a rubric may describe different categories of performance that are not considered to be a "scale." Rubrics provide important information to teachers, parents, and others interested in what students know understand and can do.

Fitness Evaluation

Brevard County utilizes the Presidential Youth Fitness Program FITNESSGRAM® assessments to measure, track, and empower each student's progress with the health-related assessment. FITNESSGRAM® assesses the main components of physical fitness which have been identified as being important because of their relationship to overall health and optimal function. Results must be submitted to the district each semester for middle school. Process and procedures for data collection and submission are determined by the PE Leadership team and district Resource Teacher for PE. Information related to fitness assessment will be communicated annually to PE department chairs/representatives via email. If individual teachers would like to receive the information directly, they can submit a request to be added to the email list by contacting the district resource teacher for PE. Training on assessment process, procedures or submission can be conducted on an individual or small group basis by the district resource teacher. Teachers are responsible to assess and submit scores on:

1. **Aerobic capacity**
 - a. Pacer - 20 meter shuttle run
2. **Body composition –**
 - a. Percent of body fat OR
 - b. Body mass index - height and weight
3. **Muscle strength, endurance and flexibility**
 - a. *Abdominal strength* and endurance
 - i. Curl-up test
 - b. *Upper body strength and endurance*
 - i. Push-up
 - c. *Trunk extensor strength & flexibility*
 - i. Trunk lift
 - d. *Flexibility*
 - i. Back-saver-sit and reach (left and right)

Our long term objective is to develop students who are regularly active, able to self-assess their fitness levels, interpret assessment results, plan personal programs and motivate themselves to adhere to the program.

A personal fitness report reflecting FITNESSGRAM® assessments should be sent home to each students' parent/guardian at least once each term to keep them informed of their students overall fitness levels and progress.

NOTE: While valuing physical fitness, this evaluation represents only a portion of our program

Fitness Links:

<https://www.pyfp.org/>
<http://www.cooperinstitute.org/fitnessgram>

Grading in Physical Education

This curriculum has been designed so that several variables can be incorporated into composing student grades. A student's grade should reflect mastery of standards listed in the Course Description based on a variety of assessments.

- Cognitive Assessments (written exams, journals, fitness plans, exit slips, etc.)
- Performance Task (skills assessment, choreography, demonstration of strategy within modified game play, etc.)
- Engagement in daily moderate/vigorous physical activity during class

“Dressing out” (students changing out of their school clothes into a specific physical education uniform) should be reflected in standards that address responsible personal and social behaviors. The entirety of a students’ grade should not be based on “dressing out”.

It is the responsibility of each school’s Physical Education department to devise a unified grading scheme based on these suggestions.

Points of Interest

- Sample Daily Class Schedule
 - 5 minutes- discussion of essential question, standards, and objectives
 - 5-10 minutes- instant activity
 - 10-15 minutes skill practice and activities
 - 10 minutes- modified game play focusing on skill development
 - 5 minutes- review and assess understanding, dismiss
- Unit Design
 - Pre-assess student knowledge and skill ability for each sport/skill
 - Differentiate instruction based on assessed ability level of students but maintain the focus on standards mastery and skill advancement.
 - Assess at the end of the unit--cognitive and/or performance.
 - The scope and sequence for this course is organized by DAYS spent on each unit. If a teacher is unable to hold class (example rain, mower, pictures, etc.) additional days should be added on to make sure there is ample time to complete the unit accordingly
 - Sample Unit Plans are available on the PE Sharepoint site. Email resource teacher for access.
- Skill-based instruction and modified game play
 - This course is designed to ensure all students learn and experience BASIC skills and rules in a variety of modified sports. Tournament play is not designed to meet the standards of this course and should not be the primary focus of the units.
- ALL students should be engaged in the activities of the class for the day. Activities are provided to assist teachers in accomplishing this if they are physically unable to participate in class.
- Dodge ball and other activities that include an element of having students or teachers as targets, are not permitted.

CLASSROOM MANAGEMENT



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

Classroom Management

Physical education class is structured around a positive atmosphere in which the student learns and grows through physical movement. Students need structure and rules to guide appropriate behavior and to provide a safe atmosphere in which to learn. Classroom management and enforcement of rules are necessary elements of physical education to ensure safety and minimal disruption to the learning process.

Class management may vary from teacher to teacher but routines and rules must be established. In the teaching process, class management should be developed with the following suggestions:

1. Establish class routines for things like entry/exit, roll call, transitions, and equipment clean up.
2. Institute class rules and safety procedures with input from students.
3. Consequences for inappropriate behavior are reasonable, clear, and consistently applied.
4. Effectively communicate the class rules to students, parents, staff and administration, (i.e., written handout, discussions and posting rules).
5. Learn student names as quickly as possible.
6. Show respect to all students.
7. Start class on time with clear and specific instructions.
8. Directions, procedures, and feedback are clear to students and to avoid possible misunderstandings.
9. Maximize students' time on task by keeping verbal directions simple and selecting activities that do not involve long wait times.
10. Establish a clear signal for starting and stopping activities.
11. To allow for smoother class flow when using groups, either pre-assign or use a quick grouping method.
12. Give both positive and specific feedback to students for behavior and skills.
13. When correcting behavior, focus feedback on the behavior and not on the student as a person.

Class Routines and Planning

Routines and planning are essential to good class management. The following information can assist in your planning process:

Sample Daily Class Schedule/Routine (non-block schedule school)

- 7 minutes- locker room dress-out time & attendance
- 2-4 minutes- instant Activity
- 2-6 minutes- lesson focus: discussion (essential question, standards/objectives) and demonstration of skills/drills/activities as needed based on lesson.
- 10-15 minutes skill practice and activities.
- 10 minutes- skill focused, modified game play.
- 5 minutes- wrap up, review, formative assessment and dismissal.
- 5 minute- locker room to change, dismissal at bell

Sample Daily Class Schedule/Routine (block schedule school)

- 7 minutes- locker room dress-out time & attendance
- 5 minutes- instant activity
- 10 minutes- fitness activities
- 5-8 minutes- discussion (essential question, standards/objectives) and demonstration of skill/activities as needed based on the lesson
- 20 minutes skill practice.
- 5-minute formative assessment
- 20 minutes skill focused, modified game play.
- 5 minutes- wrap up, review, formative assessment
- 5 minute- locker room to change, dismissal at bell

Unit Design

- Perform diagnostic assessments (pre-assess) of student knowledge and skill ability for each sport/skill.
- Differentiate instruction while maintaining the focus on standards and skill advancement.
- Post-assess at the end of the unit (cognitive and/or performance).
- The scope and sequence for this course is organized by DAYS. If a teacher is unable to teach an intended lesson within their unit (due to absence, weather, mower, etc.) additional days should be added to ensure full understanding.

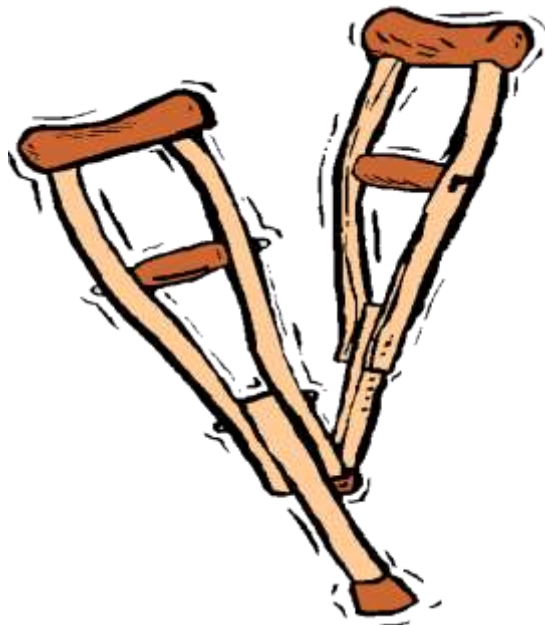
Skill-based instruction and modified game play

- Middle school courses are designed to insure all students learn and experience the fundamental skills and rules in a variety of modified sports.
- Tournament play is not designed to meet the standards of this course and should not be the primary focus of the units.
- Dodge ball and other activities that include an element of having students or teachers as targets, are not permitted.

Active Engagement

- ALL students should be engaged in daily lessons.
- Students should be actively participating in learning even though they may not be able to perform physical activity.
- Teachers are responsible for providing alternate learning activities for any student who may be medically excused or otherwise unable to perform the physical activities.
- Sample alternate activities are provided in the Appendix.

Sample Worksheets—Alternative assignments for medically excused students



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Alternative Assignments

This section will offer ideas and suggestions of assignments for students to complete who are unable to participate in physical education due to medical issues and/or parent notes.

Suggested resources for obtaining articles:

- *Choices and Action* are produced by *Weekly Reader*. *Requires a subscription
- Four sample worksheets are provided.

1 Day	2 Day	5 Day	10 Day+
**On the Sidelines in Physical Education Worksheet (2 pages)	**Internet Based Research Worksheet (3 Pages)	Complete a 5-10 minute presentation on a topic appropriate to the unit missed.	Create a game-board activity.
Reflection: Why I am not participating in physical education today.	Health, fitness, and/or nutrition related articles	Components of Fitness ~ Identify and describe the components of health and skill related fitness and explain how they are relevant to the current unit or lesson.	“ABC” book on a specific topic
**Responsibilities of the Teacher’s Assistant (1 Page)	Fitness related articles	Create a PowerPoint presentation on a topic approved by your teacher.	Fad diet presentation
**Skills Summary-Observation: Student class observation report (1 page)	Teacher Assistant worksheet	Create a deck of 50 flash cards for the unit. Cards can be based on vocabulary, skills, strategies or fitness.	Write a children’s book about nutrition, sports or physical activity.
Textbook assignment	Nutrition related articles	Read a health or sport related book and create a book report/poster.	Create a 5 day nutrition and exercise plan.
<i>Current Health</i> magazine article	Research: Focus on pop fitness culture	Presentation on international games	
Current event	www.choosemyplate.gov	Create a poem about physical education	

** This worksheet can be found on the following pages

Name_____Date_____Period_____

“ON THE SIDELINES IN Physical Education” Worksheet

Directions:

Answer the following questions during our class.

1. Why are you unable to participate in physical education class today?
2. Explain today’s instant activity or warm-up activity and how it prepared the class for rest of the lesson.
3. Summarize today’s lesson focus (include the essential question).
4. What activities were performed during today’s lesson?
5. How did they relate to the essential question?
6. Choose a classmate to watch for 5 minutes during class. Write down what he/she was doing for those 5 minutes. Do **not** mention the name of the student.
7. What did you learn during today’s lesson?

NOTE: *In order to get maximum credit for this assignment, answers must have adequate detail. Please use **full sentences** when writing your responses.*

Internet Research Activity

Student Name: _____ Date: _____

Topic: _____ Teacher/Period: _____

You will be responsible for using the internet to research a health/fitness/injury/physical activity related topic. You will find sources to help you answer the following questions outlined on this worksheet. List the website that you used at the end of each question. You may not use the same website for more than one question. No credit will be given if a resource is not listed. Be sure to follow the instructions for each individual question.

1. What is the reason for researching this topic?

2. Give a brief history of the topic.

Resource/website: _____

3. What country did this activity originate in? Where is it played today?

Resource/website: _____

4. If you were a coach or teacher of this activity, what are three drills that could be done to work on the skills needed for this activity?

Resource/website: _____

5. What equipment is needed to participate in this activity? Paste or draw pictures of the equipment needed and label each.

Resource/website: _____

6. Who is one of the top ranked people in this activity today and what are some of their accomplishments?

Resource/website: _____

7. List any other additional websites that may be helpful to someone competing in this activity.

Resource/website: _____

Resource/website: _____

Responsibilities of the Teacher's Assistant

So...

*You have been assigned
to be a teacher's assistant for a day.*

What are you supposed to do?



In order to receive full credit for the day, you will need to do the following:

- Make notes about the skills you observe in class today.
- Observe different classmates throughout the period and write down how the activities are helping them learn concepts or master skills.
- Share those observations with the class.
- Act as score keeper or game statistician.
- Act as referee (demonstrate understanding of rules and safety).

*Your teacher may ask you to do some or all of these tasks. Tasks will vary based on individual situation.

***If you choose not to do those things listed above,
you will not receive your full daily credit!***

Student Class Observation Report

Name: _____ Date: _____ Period: _____

1. What specific sport-related skill(s) were taught in today's lesson?
2. In the space below, describe how to perform that skill, as if you were teaching somebody who was learning the skill for the first time.
3. Why is it important to develop mastery of the skill?
4. Observe somebody in class who is very proficient with the skill. Observe another person who has only a basic level of understanding with the skill. Compare and contrast the two students.

Online Resources:

<http://usarugby.org/rookie-rugby>

www.cricketaustralia.com

<https://www.kanjam.com>

<https://www.teamusa.org/usa-field-hockey/programs/fundamental-field-hockey>

<https://www.uslacrosse.org/coaches/physical-education-curriculum>

www.pecentral.com

www.usultimate.org

Writing Teams

2019 Middle School Curriculum Committee members

Ashley Riley	Central Middle School
Brenda Sadowski	Hoover Middle School
Rachel Winsten	Brevard Public Schools

2014 Middle School Curriculum Committee members

Christine Ahern	DeLaura Middle School
Stasia Burdett	Cocoa High School 7-12
Brenna Reyes	Cocoa Beach Jr./Sr. High School
Ashley Riley	Central Middle School
Brenda Sadowski	Hoover Middle School

2010 Middle School Curriculum Committee members

Sandra Benitez	Central Middle School
Brian Helton	Kennedy Middle School
Ashley Riley	Central Middle School
Brenda Sadowski	Melbourne High School

M/J Comprehensive Physical Education

6/7

#1508060

Scope & Sequence

Appendix A



M/J Comprehensive 6/7 Physical Education Scope and Sequence

Table of Contents

	Page(s)
Table of Contents	A2
Course Description for M/J Comprehensive 6/7 Physical Education Scope and Sequence	A3-A5
M/Comprehensive 6/7 Physical Education Scope & Sequence	A6-A-9
Grading Schematic & Points of Interest	A10
Essential Question or Daily Objective suggestion for Introduction and Procedures; Personal Safety and Responsibility, Lifetime Fitness, Rhythmic movement, and Team Sports	A11-12
Sample Fitness Plan	A13
Heart Rate Worksheet	A14
Nutrition/Physical Activity Log Sample	A15-16
Resources	A17

Each course code that you are assigned to teach has a Course Description created that contains the standards that students are expected to learn during that course. Middle School Courses are assigned per semester therefore, the standards for each course must be covered within a semester time frame. Current Course Descriptions, sample activities, and additional teaching resources can be found on www.cpalms.org

M/J Comprehensive Physical Education Grade 6/7 (#1508060)

Name	Description
PE.6.C.2.3:	Describe how each of the health-related components of fitness are improved through the application of training principles. The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.4:	Describe the long-term benefits of regular physical activity. Some examples of types of long-term benefits are physical, cognitive and emotional.
PE.6.C.2.7:	Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.
PE.6.C.2.11:	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.
PE.6.C.2.12:	List the components of skill-related fitness. The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.21:	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.6.C.2.22:	List the three different types of heat illnesses associated with fluid loss. Examples: The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.6.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.6.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.6.L.3.3:	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness. The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.L.3.4:	Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.5:	Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.6:	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.
PE.6.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.6.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.6.L.4.3:	Use available technology to assess, design and evaluate a personal physical-activity plan.
PE.6.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.6.M.1.1:	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.
PE.6.M.1.2:	Perform at least three different activities that achieve target heart rate.
PE.6.M.1.3:	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.
PE.6.M.1.4:	Perform at least three activities having value for cardiorespiratory fitness.

PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.6:	Design and perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transfer of weight.
PE.6.M.1.7:	Design and perform a routine to rhythm, with a partner or a group, while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus. Some examples of gymnastics actions are rolling, balancing and step like actions. Some examples of apparatus are wedge mats, cylinders and balance beams.
PE.6.M.1.9:	Create and perform a rhythmic movement sequence while working with a partner or group.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
PE.6.M.1.12:	Use proper safety practices. Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.
PE.6.M.1.13:	Use technology to assess, enhance and maintain motor skill performance. Some examples of technology are Excel spreadsheets or web-based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
PE.6.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.6.R.6.2:	Identify the potential benefits of participation in a variety of physical activities. Some examples of potential benefits of participation are physical, mental, emotional and social.
PE.6.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
PE.7.C.2.1:	Identify the basic rules for team sports. Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.C.2.3:	Explain basic offensive and defensive strategies in modified games or activities and team sports.
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.8:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities. An example is slow-pitch softball and volleyball underhand serve.
PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills. Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities. An example of a modified version of a sport or activity is a small sided game.
PE.7.M.1.4:	Demonstrate introductory outdoor pursuit skills. Some examples of outdoor pursuits are archery, backpacking, orienteering, hiking, canoeing, fishing and ropes courses.
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
PE.7.M.1.8:	Apply technology to evaluate, monitor and improve individual skill performance.

	Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities. Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
HE.7.B.6.3:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information. Bullying prevention, Internet safety, and nutritional choices.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
MAFS.6.RP.1.1:	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i>

Standards: Each course code has a “course description” which contains the standards that students are expected to learn during that course. Middle school physical education courses are per semester and standards must be covered within that time frame. Current course descriptions, sample activities, and additional teaching resources can be found on www.cpalms.org.

M/J Comprehensive 6/7 Physical Education Scope and Sequence

Days	Unit	Concepts	Standards Addressed	Sample Essential Questions	Notes/Resources
5	Introduction and Procedures	<ul style="list-style-type: none"> • Orientation • Lockers • Uniforms • Safety procedures • Responsible behaviors • Medical information • Personal hygiene • Course overview/class expectations 	PE.6.C.2.21 PE.6.C.2.22 PE.6.R.6.2 PE.7.R.5.1 PE.7.R.5.2 PE.7.R.5.3 PE.6.M.1.11 PE.6.M.1.12 PE.6.C.2.13 PE.7.C.2.8 PE.7.M.1.7 <i>LAFS.68.RST.2.4</i> ELD.K12.ELL.SI.1	How can you demonstrate responsible behaviors in physical education? Why do you need to be aware of the weather when exercising outdoors? How does physical activity break through language barriers?	https://www.osha.gov/SLTC/heatstress/heat_illnesses.html http://www.cdc.gov/extremeheat/warning.html
5	Team Building or Cooperative Games	<ul style="list-style-type: none"> • Team Building activities: Knots Tarp flip Key Punch Acid River All aboard Line-up (height, birthday, etc) Turnstile Have you ever Pipeline 	PE.6.M.1.12 PE.7.C.2.8 PE.7.C.2.9 PE.7.R.5.1 PE.7.R.5.2 PE.7.R.5.3 PE.6.R.6.2 PE.7.M.1.4 PE.7.M.1.7 ELD.K12.ELL.SI.1	What roles do people play within teams that lead to success? How do communication skills contribute to team effectiveness?	Project Adventure book Full value contract

10	Rhythmic Movement	<p>Safety procedures *For safe participation in gymnastic activities: Sneakers must be on OR socks must be off (bare feet).</p> <ul style="list-style-type: none"> Gymnastics skills <ul style="list-style-type: none"> Forward roll Log roll Pencil roll Shoulder roll Cartwheel Round off Dance activities: <ul style="list-style-type: none"> Line dances Folk/ multicultural dances Square dances Aerobic (fitness) dances Creative choreography—sports themed 	<p>PE.6.M.1.9 PE.6.L.3.3 PE.6.M.1.7 PE.6.M.1.6 PE.6.L.3.4 PE.6.L.3.6 <i>LAFS.68.RST.2.4</i> ELD.K12.ELL.SI.1</p>	<p>How does gymnastics help improve your skill-related fitness?</p> <p>Why is dance an excellent lifetime physical activity?</p>	<p>***Inversion activities are prohibited-- NO headstands, backbends, tripods, handstands, walkovers, etc.</p> <p>For dance activities- establish a requirement for number of "8 count" rather than a set time. Student can create and perform:</p> <ul style="list-style-type: none"> A warm up "routine" for a sport of their choice. A fitness warm up that includes the areas of health related fitness. A rhythmic routine using appropriate physical education equipment. A locomotors skills routine. A referee calls routine.
5-10 DAYS	Lifetime Fitness	<ul style="list-style-type: none"> Safety procedures Nutrition education (including food log) Warm-up/cool down techniques Health-related fitness Target heart rate calculation Training principles Benefits of regular physical activity(moderate, vigorous) In-school and community opportunities for wellness and fitness activities Review FITNESSGRAM® assessment components Conduct FITNESSGRAM® Pre-Evaluation Introduce goal setting and wellness plan 	<p>PE.6.M.1.1 PE.6.M.1.3, PE.6.C.2.3 PE.6.L.4.1, PE.6.M.1.5 PE.6.M.1.4, PE.6.M.1.2 HE.7.B.6.3, HE.7.P.8.2 PE.6.C.2.4, PE6.C.2.7 PE.6.C.2.11, PE.6.C.2.12 PE.6.L.4.2, PE.6.L.4.4 PE.6.L.3.3, PE.6.L.3.4 , PE.6.L.3.5 PE.6.L.3.6 <i>LAFS.68.RST.2.4</i> ELD.K12.ELL.SI.1</p>	<p>How does nutrition affect your overall health?</p> <p>What are the benefits of regular participation in moderate to vigorous physical activity?</p> <p>Why do you take FITNESSGRAM® assessments every year?</p> <p>How can you improve your personal fitness?</p> <p>How do you properly prepare your body for exercise?</p>	<p>Lifetime fitness standards must also be incorporated into other units to reinforce the concepts.</p> <p>FITNESSGRAM® DVD to show students correct ways.</p> <p>Peer assessments are effective and efficient for FITNESSGRAM®.</p>

2	Introduction to Outdoor Pursuit	<ul style="list-style-type: none"> Discuss outdoor pursuits <ul style="list-style-type: none"> Canoe Kayak Hiking Orienteering 	PE.7.M.1.4 PE.7.R.5.2 PE.7.R.5.3 PE.6.R.6.1 ELD.K12.ELL.SI.1	How can participation in outdoor pursuits be part of a healthy lifestyle?	Suggested teaching activity for Thanksgiving week
Modified Sports Units: Focus on skill development and modified game play to meet the learning needs of all students.					
10	Volleyball	<ul style="list-style-type: none"> Skills <ul style="list-style-type: none"> Forearm pass Underhand serve Overhead pass Rules for modified game play Basic offense and defense strategies Skill related fitness 	PE.7.M.1.7 PE.7.R.5.3 PE.7.M.1.1 PE.7.M.1.2 PE.6.M.1.12 PE.7.C.2.1 PE.7.M.1.8 PE.6.L.3.1 PE.6.L.3.2 PE.7.R.5.1 PE.7.R.5.2 PE.6.R.6.2 PE.6.M.1.11 PE.6.C.2.13 PE.6.C.2.21 PE.C.2.22 PE.7.C.2.8 PE.7.C.2.6 PE.7.C.2.9 PE.7.C.2.3 PE.6.R.6.3 PE.6.M.1.13, LAFS.68.RST.2.4 MAFS.6.RP.1.1(ratio) ELD.K12.ELL.SI.1	What skills are necessary to be successful when playing volleyball?	Sample modified rules: <ul style="list-style-type: none"> Serve from back right corner. Rally scoring. Boundaries- line is 'in'. Max hits per side is 3. One person can't hit the ball 2x in a row. Ball can bounce 1x before forearm pass attempt. Server calls the scores before serve http://www.thephysicaleducator.com/resources/skill-posters/volleyball/---
10	Flag Football	<ul style="list-style-type: none"> Safety procedures <ul style="list-style-type: none"> No contact Be aware of surroundings Basic Skills <ul style="list-style-type: none"> Throwing a spiral Catching/ receiving Running/dodging/weaving (agility) Punting Basic offensive strategies/skills Basic defense strategies/skills Basic rules <ul style="list-style-type: none"> Establish what earns a 'down' complete vs. incomplete Line of scrimmage 	PE.7.M.1.7 PE.7.R.5.3 PE.7.M.1.1 PE.7.M.1.2 PE.6.M.1.12 PE.7.C.2.1 PE.7.M.1.8 PE.6.L.3.1 PE.6.L.3.2 PE.7.R.5.1 PE.7.R.5.2 PE.6.R.6.2 PE.6.M.1.11 PE.6.C.2.13 PE.6.C.2.21 PE.C.2.22 PE.7.C.2.8 PE.7.C.2.6 PE.7.C.2.9 PE.7.C.2.3 PE.6.R.6.3 PE.6.M.1.13, LAFS.68.RST.2.4 MAFS.6.RP.1.1(ratio) ELD.K12.ELL.SI.1	What are the key components to a successful flag football team?	Sample offensive strategies <ul style="list-style-type: none"> Pass patterns (hook, slant, post) Moving to open space Run vs. pass play (appropriate use) Sample defensive strategies <ul style="list-style-type: none"> Man-to-man (strategy) Flag pulling (skill) Interception Include skill related fitness concepts as well.

		<ul style="list-style-type: none"> ○ Establish rushing rules ○ Getting started- throw off ○ Scorekeeping 			
10	Basketball	<ul style="list-style-type: none"> ● Safety procedures ● Basic offense skills and strategy <ul style="list-style-type: none"> ○ Shooting- jump shot, layup ○ Passing - bounce, chest ○ Dribbling - dominate, non-dominate, cross over ● Basic defense skills and strategies <ul style="list-style-type: none"> ○ Body position and footwork ○ Stealing ○ Zone defense ○ Person-to-person defense ● Basic rule- <ul style="list-style-type: none"> ○ Getting started- inbound pass ○ Double dribble ○ Scorekeeping 	PE.7.M.1.7 PE.7.R.5.3 PE.7.M.1.1 PE.7.M.1.2 PE.6.M.1.12 PE.7.C.2.1 PE.7.M.1.8 PE.6.L.3.1 PE.6.L.3.2 PE.7.R.5.1 PE.7.R.5.2 PE.6.R.6.2 PE.6.M.1.11 PE.6.C.2.13 PE.6.C.2.21 PE.C.2.22 PE.7.C.2.8 PE.7.C.2.6 PE.7.C.2.9 PE.7.C.2.3 PE.6.R.6.3 PE.6.M.1.13, <i>LAFS.68.RST.2.4</i> <i>MAFS.6.RP.1.1(ratio)</i> <i>ELD.K12.ELL.SI.1</i>	Why is basketball a good lifetime activity?	Include health and skill related concepts as well. http://www.thephysicaleducator.com/resources/skill-posters/basketball/
10	Base Sports (Kickball, Wiffleball, Softball, etc.)	<ul style="list-style-type: none"> ● Basic skills <ul style="list-style-type: none"> ○ Overhand throw ○ Catching ○ Striking ● Offensive strategy <ul style="list-style-type: none"> ○ Fielding position (where to play and who backs up who) ○ Base running ○ Striking placement ○ Communication with teammates 	PE.7.M.1.7 PE.7.R.5.3 PE.7.M.1.1 PE.7.M.1.2 PE.6.M.1.12 PE.7.C.2.1 PE.7.M.1.8 PE.6.L.3.1 PE.6.L.3.2 PE.7.R.5.1 PE.7.R.5.2 PE.6.R.6.2 PE.6.M.1.11 PE.6.C.2.13 PE.6.C.2.21 PE.C.2.22 PE.7.C.2.8 PE.7.C.2.6 PE.7.C.2.9 PE.7.C.2.3 PE.6.R.6.3 PE.6.M.1.13, <i>LAFS.68.RST.2.4</i> <i>MAFS.6.RP.1.1(ratio)</i> <i>ELD.K12.ELL.SI.1</i>	How can participation in base sports be used to satisfy the physical activity element of your wellness plan?	Include health & skill related concepts as well.

10	Soccer	<ul style="list-style-type: none"> • Basic skills <ul style="list-style-type: none"> ○ Dribble ○ Pass ○ Shoot ○ Thrown-ins ○ Basic position-offense and defense • Offense <ul style="list-style-type: none"> ○ Move to open space • Skill-related <ul style="list-style-type: none"> ○ Speed ○ Coordination 	PE.7.M.1.7 PE.7.R.5.3 PE.7.M.1.1 PE.7.M.1.2 PE.6.M.1.12 PE.7.C.2.1 PE.7.M.1.8 PE.6.L.3.1 PE.6.L.3.2 PE.7.R.5.1 PE.7.R.5.2 PE.6.R.6.2 PE.6.M.1.11 PE.6.C.2.13 PE.6.C.2.21 PE.C.2.22 PE.7.C.2.8 PE.7.C.2.6 PE.7.C.2.9 PE.7.C.2.3 PE.6.R.6.3 PE.6.M.1.13, <i>LAFS.68.RST.2.4</i> MAFS.6.RP.1.1(ratio) ELD.K12.ELL.SI.1	What are the key components of soccer necessary to enhance performance?	Include health and skill related concepts as well.
----	--------	---	--	---	--

Grading in Physical Education

This curriculum has been designed so that several variables can be incorporated into composing student grades. A student's grade should reflect mastery of standards listed in the Florida Department of Education Course Description based on a variety of assessments.

- Cognitive Assessments (written exams, journals, fitness plans, exit slips, etc.)
- Performance Task (skills assessment, choreography, demonstration of strategy within modified game play, etc...)
- Engagement in daily moderate/vigorous physical activity during class

“Dressing out” should be reflected in standards that address responsible personal and social behaviors. It is the responsibility of each school's Physical Education department to devise a unified grading scheme based on these suggestions.

Points of Interest

- Sample Daily Class Schedule
 - 5 minutes- student created or student led warm-up/attendance
 - 5 minutes- discussion of essential question, standards, and objectives.
 - 10-15 minutes skill practice and activities
 - 10 minutes- modified game play focusing on skill development
 - 5 minutes- review and assess understanding dismiss
- Unit Design
 - Pre-assess student knowledge and skill ability for each sport/skill
 - Differentiate instruction based on assessed ability level of students but maintain the focus on standards mastery and skill advancement.
 - Assess at the end of the unit--cognitive and/or performance.
 - The scope and sequence for this course is organized by DAYS spent on each unit. If a teacher is unable to hold class (example rain, mower, pictures, etc.) additional days should be added on to make sure there is ample time to complete the unit accordingly
- Skill-based instruction and modified game play
 - This course is designed to insure all students learn and experience BASIC skills and rules in a variety of modified sports. Tournament play is not designed to meet the standards of this course and should not be the primary focus of the units.
- ALL students should be engaged in the activities of the class for the day. Activities are provided to assist teachers in accomplishing this if they are physically unable to participate in class.
- Dodgeball and other activities that include an element of having students or teachers as targets, are not permitted

Suggested Units: Introduction and Procedures; Personal Safety and Responsibility

Possible Essential Questions Or Daily Objective Suggestions	<ul style="list-style-type: none">● Why is it necessary to change clothing?(i.e., hygiene, safety)● What is appropriate attire for physical activity?● Why is good hygiene crucial for the prevention of disease and illness?● What is proper attire as it relates to different climates?● Why frequent water breaks important during exercise?● Identify and explain the three types of heat-related illness.● How do environmental conditions affect your ability to exercise?● How do environmental conditions affect the type of exercise?● Explain safety procedures that should be followed when participating in activity● Describe proper warm-up and cool-down techniques and the reasons for using them?● How does the activity you are choosing affect the type of warm-up you do?● How do I react if someone gets injured?● What are the negative consequences of energy drinks?● How does nutrition affect your ability to play?● How does caffeine affect your body?● Why is it important to monitor your heart rate during activity?● How does peer pressure affect your decision during physical activity● Why is important to demonstrate responsible behavior during activity● Besides physically, what are other benefits to participating in activity
--	---

Units: Intro to Personal Fitness; Lifetime Fitness

Possible Essential Questions Or Daily Objective Suggestion	<ul style="list-style-type: none">● Describe activities that improve muscular strength● Describe activities that improve cardiorespiratory endurance● Describe activities that improve flexibility● Describe activities that improve body composition● Describe activities that improve muscular endurance● Compare your calorie intake with calorie expenditure.● Why is health related fitness important to our overall health● Why is it important to assess the areas of health related fitness● Why is it important to monitor the intensity of your exercise● Explain the importance of target heart rate● Explain the importance of “warm up” and “cool down”.● Discuss places in your community that promote personal fitness.● Describe the importance of F.I.T.T when participating in physical activity● Describe how F.I.T.T applies to improving Health Related Fitness● Why is it important to monitor nutrition in a personal fitness program● What should you include in a fitness goal (S.M.A.R.T)
---	--

Unit: Rhythmic Movement

Essential Questions Or Daily Objectives	<ul style="list-style-type: none"> • How does the beat of music affect our movements? • How does the beat of music affect intensity of exercise? • Demonstrate the proper force in relation to the beat. • Where would you observe rhythmic movement outside of dance? • How does rhythmic movement address areas of health related fitness? • How does rhythmic movement address areas of skill related fitness? • How can we express feelings through movement? • How can the use of equipment alter the movements in a routine?
--	--

Unit: Team Sports

Key Questions: Or Daily Objectives	<ul style="list-style-type: none"> • Why is it important to maintain self-control? • Why is it important to conduct yourself according to a sense of what is right and wrong? • Why is it important to work together for a common goal or purpose? • Why is it important for you to know and follow the rules? • How do different strategies influence the play of the game? • How do you adjust your positioning to your opponent's strategy? • Describe how you adjust to your opponent's body clues. • Discuss the difference between offense and defense. • Describe how you successfully communicate with your teammates when applying a team strategy. • What are the advantages and disadvantages of cooperation and competition? • Describe the proper steps in performing the skill objective of the day • Describe how you strike various objects with different body parts while stationary and/or moving. • How do you produce speed, accuracy, and leverage when striking objects? • How does exercise affect your mental health? • Discuss how stress is influenced by exercise. • How does teamwork influence the outcome of the game?
---	---

Sample Fitness Plan

Personal Wellness Program/Plan

Directions: Use your FITNESSGRAM®, results to complete your wellness program/plan.

a. Health-Related Fitness:

Cardiorespiratory Fitness

1. What is your goal for this area? _____

2. What three activities will you do (outside of school) to help improve this area of fitness?

a. _____

b. _____

c. _____

b. Health-Related Fitness:

Choose one: Muscular Strength, Flexibility, and Muscular Endurance

1. What is your goal for this area? _____

2. What three activities will you do (outside of school) to help improve this area of fitness?

a. _____

b. _____

c. _____

c. How can you get your family involved in improving their fitness with you?

Reflection:

Did you meet your goals? Why or why not?

Optional: Parent Signature: _____ Student Signature: _____

Calculating Your Target Heart Rate

1. Determine MHR - "Maximum heart rate"

MHR = $200 - \underline{\hspace{2cm}}$ = $\underline{\hspace{2cm}}$ Max Heart Rate your age

(example: if your age is 10 years $200 - 10 = 190$ your MHR is 190 BPM)

2. Determine Target Heart Rate for Moderate Intensity activities (lower range) Moderate

Intensity = 50 - 70% of MHR (from step 1)

MHR $\underline{\hspace{2cm}}$ x .50 = $\underline{\hspace{2cm}}$ (a)

MHR $\underline{\hspace{2cm}}$ x .70 = $\underline{\hspace{2cm}}$ (b)

My Target Heart Rate zone for moderate physical activity is $\underline{\hspace{2cm}}$ (a) to $\underline{\hspace{2cm}}$ (b) BPM

3. Determine Target Heart Rate for Vigorous Intensity activities (upper range) Vigorous

Intensity = 70 - 85% of MHR (from step 1)

MHR x .70 = insert (b) from step 2 $\underline{\hspace{2cm}}$ (c)

MHR $\underline{\hspace{2cm}}$ x .85 = $\underline{\hspace{2cm}}$ (d)

My Target Heart Rate zone for vigorous physical activity is $\underline{\hspace{2cm}}$ (c) to $\underline{\hspace{2cm}}$ (d) BPM

NAME _____

Nutrition and Physical Activity log

Physical Activity Log Dates: _____

Day	Activities	Aerobic/ Anaerobic	Health- related fitness	Time In Activity	Calories Expended
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

NAME _____

Nutrition Log Dates: _____

Time of Day	Food Intake	Calories Consumed	Calories Expended
Breakfast			
Lunch			
Dinner			
Snack(s)			
Time of Day	Food Intake	Calories Consumed	Calories Expended
Breakfast			
Lunch			
Dinner			
Snack(s)			

Resources

http://www.heart.org/HEARTORG/Educator/FortheClassroom/MiddleSchoolLessonPlans/Middle-School-Lesson-Plans_UCM_304280_Article.jsp

M/J Comprehensive Physical Education

7/8

#1508070

Scope & Sequence

Appendix B



M/J Comprehensive 7/8 Physical Education Scope and Sequence Table of Contents

	Page(s)
Table of Contents	B2
Course Description for M/J Comprehensive 7/8 Physical Education	B3-B5
M/J Comprehensive 7/8/ Physical Education Scope & Sequence	B6-B12
Grading Schematic & Points of Interest	B13
Essential Question or Daily Objective suggestion for Personal Safety, Lifetime Fitness, Individual/Dual Sports, Alternative/Extreme sports	B14-B15
Sample Fitness Plan	B16-B17
Heart Rate Worksheet	B18
Nutrition/Physical Activity Log Sample	B19-B20
Resources	B21

Each course code that you are assigned to teach has a Course Description created that contains the standards that students are expected to learn during that course. Middle School Courses are assigned per semester therefore; the standards for each course must be covered within a semester time frame. Current Course Descriptions, sample activities, and additional teaching resources can be found on www.cpalms.org

M/J Comprehensive Physical Education Grade 7/8 (#1508070)

Name	Description
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities. An example is slow-pitch softball and volleyball underhand serve.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills. Examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities. An example of a modified version of a sport or activity is a small sided game.
PE.7.M.1.3:	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations. Some examples are staying between opponent and goal and moving between opponent and the ball.
PE.7.M.1.6:	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities. Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.
PE.7.M.1.8:	Apply technology to evaluate, monitor and improve individual skill performance. Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.7.M.1.9:	Demonstrate principles of biomechanics necessary for safe and successful performance.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities. Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.7.R.5.4:	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
PE.7.R.6.2:	Discuss the potential benefits of participation in a variety of physical activities. Some examples of potential benefits are physical, mental, emotional and social.
PE.7.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
PE.8.C.2.3:	Explain basic offensive and defensive strategies in individual/dual sports.
PE.8.C.2.4:	Explain basic offensive and defensive strategies in alternative/extreme sports activities.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.

PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.3:	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness. The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.8.L.3.4:	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.5:	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.8.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.8.L.4.5:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.8.M.1.2:	Demonstrate critical elements when striking with an object or implement.
PE.8.M.1.3:	Demonstrate body management for successful participation in a variety of modified games and activities. Some examples of body management are balance and agility.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5:	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.8.M.1.6:	Demonstrate offensive, defensive and transition strategies and tactics.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.8.R.5.3:	Demonstrate sportsmanship during game situations. Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.8.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.8.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

PE.8.R.6.2:	Describe the potential benefits of participation in a variety of physical activities. Some examples of potential benefits are physical, mental, emotional and social.
PE.8.R.6.3:	Compare and contrast games, sports and/or physical activities from other cultures.
HE.8.B.6.4:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
HE.8.C.1.5:	Identify major chronic diseases that impact human body systems. Examples: Cancer, hypertension and coronary artery disease, asthma, and diabetes.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
ELD.K12.ELL.SL.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.7.SP.3.5:	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

Standards: Each course code has a “course description” which contains the standards that students are expected to learn during that course. Middle school physical education courses are per semester and standards must be covered within that time frame. Current course descriptions, sample activities, and additional teaching resources can be found on www.cpalms.org

M/J Comprehensive 7/8 Physical Education Scope and Sequence

Days	Unit	Concepts	Standards Addressed	Sample Essential Questions	Notes/ Resources
5	Introduction and Procedures	<ul style="list-style-type: none"> • Orientation • Lockers • Uniforms • Safety procedures • Responsible behaviors • Medical information • Personal hygiene • Course overview/class expectations • Biomechanics* 	PE.7.R.5.1 PE.7.R.5.2 PE.8.R.5.3 PE.8.R.5.5 PE.7.R.6.2 PE.8.M.1.4 ELD.K12.ELL.SI.1	Why do we demonstrate responsible behaviors in physical education? How does physical activity and/or sport break through cultural barriers?	
5	Team Building or Cooperative Games	<ul style="list-style-type: none"> • Team Building activities: Knots Tarp flip Key Punch Acid River All aboard Line-up (height, birthday, etc.) Turnstile Have you ever Pipeline 	PE.7.R.5.1 PE.7.R.5.2 PE.7.R.5.3 PE.7.R.5.4 PE.7.R.6.2 PE.8.R.5.1 PE.8.R.5.2 PE.8.R.5.3 PE.8.R.5.4 PE.8.R.5.5 PE.8.R.6.2 <i>LAFS.7.SL.1.1</i> <i>LAFS.68.RST.2.4</i> ELD.K12.ELL.SI.1	What roles do people play within teams that lead to success? How do communication skills contribute to team effectiveness?	Project Adventure book Full value contract

10-15	Personal wellness	<ul style="list-style-type: none"> Principles of training FITNESSGRAM® Evaluation Create personal wellness plan Chronic diseases Health related fitness 	HE.8.C.1.5 HE 8.B.6.4 PE.7.C.2.6 PE.8.C.2.5 PE.8.C.2.6 PE.8.C.2.7 PE.7.L.3.1 PE.8.L.3.1 PE.7.L.3.2 PE.8.L.3.2 PE.8.L.4.1 PE.8.L.4.2 PE 8.L.4.3 PE.8.L.4.4 PE.8.L.4.5 PE.7.R.5.3 PE.8.R.6.1 PE.8.R.6.2 <i>LAFS.7.SL.1.1</i> <i>LAFS.68.RST.2.4</i> ELD.K12.ELL.SI.1	How can you improve your personal fitness? Why is it important to be accurate when assessing yourself and others during FITNESSGRAM® testing? How does body positioning affect the outcomes of the exercise?	Review proper FITNESSGRAM® procedures. Peer assessments are effective and efficient for FITNESSGRAM®.
-------	-------------------	--	---	--	--

Individual/dual and Alternative/extreme sports: The following pages contain suggestions of unit topics that should span 10 class sessions each to fill the remainder of the 18 week semester. Teachers, in conjunction with administrators, should choose units based on facilities, equipment and student interest. Teachers are encouraged to seek professional development opportunities to learn the skills, concepts and rules for individual/dual and alternative/extreme sports that they might not be familiar with. Health and skill related fitness should continue to be taught through sport activities.

Max 10 days	Flag Rugby (alternative sport)	<ul style="list-style-type: none"> Safety and responsible behaviors NO CONTACT Compare/contrast with American football Skills: <ul style="list-style-type: none"> Underhand Pass Lateral Pass Reverse Pass Scoring Basic rules/ fair play Offensive strategy Defensive strategy 	PE.8.R.6.1 PE.7.R.5.3, PE.8.R.5.3 PE.8.R.5.5, PE.7.C.2.6 PE.7.M.1.6, PE.8.R.6.3 PE.8.L.3.6, PE.7.M.1.1 PE.7.M.1.2, PE.7.M.1.8 PE.8.L.4.3, PE.8.C.2.4 PE.8.M.1.6, PE.8.M.1.3 PE.7.M.1.3, PE.7.R.6.3 PE.8.L.3.5, PE.8.L.3.4 PE.8.C.2.5, PE.8.C.2.6 PE.8.C.2.3, PE.7.C.2.9 PE.8.M.1.5, PE.8.M.1.4 PE.8.M.1.2, PE.7.M.1.9 <i>LACC.7.SL.1.1</i> <i>LACC.68.RST.2.4</i> ELD.K12.ELL.SI.1	How can movement skills and strategies that we learned in flag football be transferred and used in rugby?	http://usarugby.org/rookie-rugby http://www.thephysicaleducator.com/resources/skill-posters/rugby/ Grants, equipment, lesson plans- available from USA Rugby. Skillset focus for the day should be followed up with a modified game at end of Class. Incorporate skill related fitness concepts where appropriate. Example- agility in offensive strategy.
-------------	-----------------------------------	---	--	---	---

Max 10 days	Cricket (Alternative Sport)	<ul style="list-style-type: none"> Safety and responsible behaviors Compare to American base- sports Basic skills <ul style="list-style-type: none"> Bowl (pitching) Hitting Fielding Base running Getting "outs" 	PE.8.R.6.1 PE.7.R.5.3, PE.8.R.5.3 PE.8.R.5.5, PE.7.C.2.6 PE.7.M.1.6, PE.8.R.6.3 PE.8.L.3.6, PE.7.M.1.1 PE.7.M.1.2, PE.7.M.1.8 PE.8.L.4.3, PE.8.C.2.4 PE.8.M.1.6, PE.8.M.1.3 PE.7.M.1.3, PE.7.R.6.3 PE.8.L.3.5, PE.8.L.3.4 PE.8.C.2.5, PE.8.C.2.6 PE.8.C.2.3, PE.7.C.2.9 PE.8.M.1.5, PE.8.M.1.4 PE.8.M.1.2, PE.7.M.1.9 <i>LAFS.7.SL.1.1</i> <i>LAFS.68.RST.2.4</i> ELD.K12.ELL.SI.1	What are the similarities and differences between cricket and baseball/softball?	www.cricketamerica.com - For lesson plans and resources. Skillset focus for the day should be followed up with a modified game at end of Class.
Max 5 days	Kan-Jam (alternative sport)	<ul style="list-style-type: none"> Safety and responsible behaviors Skills: Throwing a disc Disc deflection Scoring 	PE.8.R.6.1 PE.7.R.5.3, PE.8.R.5.3 PE.8.R.5.5, PE.7.C.2.6 PE.7.M.1.6, PE.8.R.6.3 PE.8.L.3.6, PE.7.M.1.1 PE.7.M.1.2, PE.7.M.1.8 PE.8.L.4.3, PE.8.C.2.4 PE.8.M.1.6, PE.8.M.1.3 PE.7.M.1.3, PE.7.R.6.3 PE.8.L.3.5, PE.8.L.3.4 PE.8.C.2.5, PE.8.C.2.6 PE.8.C.2.3, PE.7.C.2.9 PE.8.M.1.5, PE.8.M.1.4 PE.8.M.1.2, PE.7.M.1.9 <i>LAFS.7.SL.1.1</i> <i>LAFS.68.RST.2.4</i> ELD.K12.ELL.SI.1	Why is Kan-Jam a good lifetime sport?	www.kanjam.com Kanjam video: http://www.youtube.com/watch?v=jWsB3YFG4hE
Max 10 days	Field hockey (Alternative Sport)	<ul style="list-style-type: none"> Safety and responsible behaviors Basic skills <ul style="list-style-type: none"> Grip/stance Receiving Trapping Push passing Dribbling 	PE.8.R.6.1 PE.7.R.5.3, PE.8.R.5.3 PE.8.R.5.5, PE.7.C.2.6 PE.7.M.1.6, PE.8.R.6.3 PE.8.L.3.6, PE.7.M.1.1 PE.7.M.1.2, PE.7.M.1.8 PE.8.L.4.3, PE.8.C.2.4 PE.8.M.1.6, PE.8.M.1.3 PE.7.M.1.3, PE.7.R.6.3 PE.8.L.3.5, PE.8.L.3.4 PE.8.C.2.5, PE.8.C.2.6 PE.8.C.2.3, PE.7.C.2.9 PE.8.M.1.5, PE.8.M.1.4 PE.8.M.1.2, PE.7.M.1.9	What skills will help you succeed when playing field hockey?	Fundamental Field Hockey information: http://www.teamusa.org/USA-Field-Hockey/PLAYERS/YOUTH/FUNDAMENTAL-FH

		<ul style="list-style-type: none"> ○ Intercepting ○ Scoring ○ Shooting 	PE.8.L.3.4 PE.8.C.2.5, PE.8.C.2.6 PE.8.C.2.3, PE.7.C.2.9 PE.8.M.1.5, PE.8.M.1.4 PE.8.M.1.2, PE.7.M.1.9 <i>LAFS.7.SL.1.1</i> <i>LAFS.68.RST.2.4</i> ELD.K12.ELL.SI.1		Skillset focus for the day should be followed up with a modified game at end of Class.
Max 10 days	Lacrosse (soft stix) (alternative sport)	<ul style="list-style-type: none"> ● Safety and responsible behaviors ● Skills: Grip Cradling Ground ball scoop Intercepting the ball Throwing Catching 	PE.8.R.6.1 PE.7.R.5.3, PE.8.R.5.3 PE.8.R.5.5, PE.7.C.2.6 PE.7.M.1.6, PE.8.R.6.3 PE.8.L.3.6, PE.7.M.1.1 PE.7.M.1.2, PE.7.M.1.8 PE.8.L.4.3, PE.8.C.2.4 PE.8.M.1.6, PE.8.M.1.3 PE.7.M.1.3, PE.7.R.6.3 PE.8.L.3.5, PE.8.L.3.4 PE.8.C.2.5, PE.8.C.2.6 PE.8.C.2.3, PE.7.C.2.9 PE.8.M.1.5, PE.8.M.1.4 PE.8.M.1.2, PE.7.M.1.9 <i>LAFS.7.SL.1.1</i> <i>LAFS.68.RST.2.4</i> ELD.K12.ELL.SI.1	What health and skill related components of fitness are critical to success in Lacrosse?	Physical education curriculum: www.uslacrosse.org/resources/physical-education-curriculum.aspx Skillset focus for the day should be followed up with a modified game at end of class.
Max 10 days	Badminton (Individual/ Dual)	<ul style="list-style-type: none"> ● Safety and responsible behaviors ● Skills: Grip Underhand clear Overhead clear Smash Serving ● Scoring 	PE.8.R.6.1 PE.7.R.5.3, PE.8.R.5.3 PE.8.R.5.5, PE.7.C.2.6 PE.7.M.1.6, PE.8.R.6.3 PE.8.L.3.6, PE.7.M.1.1 PE.7.M.1.2, PE.7.M.1.8 PE.8.L.4.3, PE.8.C.2.4 PE.8.M.1.6, PE.8.M.1.3 PE.7.M.1.3, PE.7.R.6.3 PE.8.L.3.5, PE.8.L.3.4 PE.8.C.2.5, PE.8.C.2.6 PE.8.C.2.3, PE.7.C.2.9 PE.8.M.1.5, PE.8.M.1.4 PE.8.M.1.2, PE.7.M.1.9 <i>LAFS.7.SL.1.1</i> <i>LAFS.68.RST.2.4</i> ELD.K12.ELL.SI.1	How can badminton be used to satisfy the physical activity element of your wellness plan?	http://www.teamusa.org/usa-badminton http://www.badminton-information.com/

Max 10 days	Pickleball (Individual/ dual)	<ul style="list-style-type: none"> Safety and responsible behaviors Compare to other net sports Skills: <ul style="list-style-type: none"> Grip Forehand Backhand Drop Serve Scoring Court boundaries 	PE.8.R.6.1 PE.8.R.5.3 PE.7.C.2.6 PE.8.R.6.3 PE.7.M.1.1 PE.7.M.1.8 PE.8.C.2.4 PE.8.M.1.3 PE.7.R.6.3 PE.8.L.3.4 PE.8.C.2.6 PE.7.C.2.9 PE.8.M.1.4 PE.7.M.1.9 <i>LAFS.7.SL.1.1</i> <i>LAFS.68.RST.2.4</i> ELD.K12.ELL.SI.1	PE.7.R.5.3, PE.8.R.5.5, PE.7.M.1.6, PE.8.L.3.6, PE.7.M.1.2, PE.8.L.4.3, PE.8.M.1.6, PE.7.M.1.3, PE.8.L.3.5, PE.8.C.2.5, PE.8.C.2.3, PE.8.M.1.5, PE.8.M.1.2,	What skills and strategies have you learned in other sports can be transferred to pickleball?	http://pickleball.com http://south.usapa.org/ http://www.westmelbourne.org/index.aspx?NID=457 http://pickleball.org
Max 10 days	Tennis (modified skill components) (Individual/ dual)	<ul style="list-style-type: none"> Safety and responsible behaviors Compare to other Net Sports Skills: <ul style="list-style-type: none"> Proper grip Forehand Backhand Bounce serves/underhand serves Scoring Basic rules <ul style="list-style-type: none"> Boundaries Max bounces 	PE.8.R.6.1 PE.8.R.5.3 PE.7.C.2.6 PE.8.R.6.3 PE.7.M.1.1 PE.7.M.1.8 PE.8.C.2.4 PE.8.M.1.3 PE.7.R.6.3 PE.8.L.3.4 PE.8.C.2.6 PE.7.C.2.9 PE.8.M.1.4 PE.7.M.1.9 <i>LAFS.7.SL.1.1</i> <i>LAFS.68.RST.2.4</i> ELD.K12.ELL.SI.1	PE.7.R.5.3, PE.8.R.5.5, PE.7.M.1.6, PE.8.L.3.6, PE.7.M.1.2, PE.8.L.4.3, PE.8.M.1.6, PE.7.M.1.3, PE.8.L.3.5, PE.8.C.2.5, PE.8.C.2.3, PE.8.M.1.5, PE.8.M.1.2,	Why is tennis an excellent lifetime sport?	www.usta.com - grants and equipment Skillset focus for the day should be followed up with a modified game at end of class. http://www.teachpe.com/tennis/
Max 5 days	Track & Field (Individual/ dual)	<ul style="list-style-type: none"> Safety and responsible behaviors Running events Long jump "Soft" put (use softball) Relay events Discus (using Frisbees) 	PE.8.R.6.1 PE.8.R.5.3 PE.7.C.2.6 PE.8.R.6.3 PE.7.M.1.1 PE.7.M.1.8 PE.8.C.2.4 PE.8.M.1.3 PE.7.R.6.3	PE.7.R.5.3, PE.8.R.5.5, PE.7.M.1.6, PE.8.L.3.6, PE.7.M.1.2, PE.8.L.4.3, PE.8.M.1.6, PE.7.M.1.3, PE.8.L.3.5,	What health and skill related components of fitness are essential for each different event in Track & Field?	http://www.usatf.org/HOME.aspx https://www.hersheystrackandfield.com/#/Inspire-Excellence

			PE.8.L.3.4 PE.8.C.2.5, PE.8.C.2.6 PE.8.C.2.3, PE.7.C.2.9 PE.8.M.1.5, PE.8.M.1.4 PE.8.M.1.2, PE.7.M.1.9 <i>LAFS.7.SL.1.1</i> <i>LAFS.68.RST.2.4</i> ELD.K12.ELL.SI.1		
Max 5-7 days	Archery (Individual/ dual)	<ul style="list-style-type: none"> • Safety and responsible behaviors • Stance • Nocking the arrow • Set • Set-up • Draw and load • Anchor • Transfer and hold • Aim and expand • Release • Follow-through 	PE.8.R.6.1 PE.7.R.5.3, PE.8.R.5.3 PE.8.R.5.5, PE.7.C.2.6 PE.7.M.1.6, PE.8.R.6.3 PE.8.L.3.6, PE.7.M.1.1 PE.7.M.1.2, PE.7.M.1.8 PE.8.L.4.3, PE.8.C.2.4 PE.8.M.1.6, PE.8.M.1.3 PE.7.M.1.3, PE.7.R.6.3 PE.8.L.3.5, PE.8.L.3.4 PE.8.C.2.5, PE.8.C.2.6 PE.8.C.2.3, PE.7.C.2.9 PE.8.M.1.5, PE.8.M.1.4 PE.8.M.1.2, PE.7.M.1.9 <i>LAFS.7.SL.1.1</i> <i>LAFS.68.RST.2.4</i> ELD.K12.ELL.SI.1	Why is safety important in archery?	Archery in Schools Training http://naspschools.org/

Grading in Physical Education

This curriculum has been designed so that several variables can be incorporated into composing student grades. A student's grade should reflect mastery of standards listed in the Course Description based on a variety of assessments.

- Cognitive Assessments (written exams, journals, fitness plans, exit slips, etc.)
- Performance Task (skills assessment, choreography, demonstration of strategy within modified game play, etc.)
- Engagement in daily moderate/vigorous physical activity during class

“Dressing out” should be reflected in standards that address responsible personal and social behaviors. It is the responsibility of each school's Physical Education department to devise a unified grading scheme based on these suggestions.

Points of Interest

- **Sample Daily Class Schedule**
 - 5 minutes- student created warm-up/attendance
 - 5 minutes- discussion of essential question, standards, and objectives.
 - 10-15 minutes skill practice and activities
 - 10 minutes- modified game play focusing on skill development
 - 5 minutes- review and assess understanding dismiss
- **Unit Design**
 - Pre-assess student knowledge and skill ability for each sport/skill
 - Differentiate instruction based on assessed ability level of students but maintain the focus on standards mastery and skill advancement.
 - Assess at the end of the unit--cognitive and/or performance.
 - The scope and sequence for this course is organized by DAYS spent on each unit. If a teacher is unable to hold class (example rain, mower, pictures, etc.) additional days should be added on to make sure there is ample time to complete the unit accordingly
- **Skill-based instruction and modified game play**
 - This course is designed to insure all students learn and experience BASIC skills and rules in a variety of modified sports. Tournament play is not designed to meet the standards of this course and should not be the primary focus of the units.
- **ALL students should be engaged in the activities of the class for the day.** Activities are provided to assist teachers in accomplishing this if they are physically unable to participate in class.
- **Dodgeball and other activities that include an element of having students or teachers as targets, are not permitted**

Unit: Intro to Physical Education: Personal Safety

Possible Essential Questions Or Daily Objective Suggestions	<ul style="list-style-type: none">● Why is it necessary to change clothing? (i.e., hygiene, safety)● What is appropriate attire for physical activity?● Why is good hygiene crucial for the prevention of disease and illness?● What is proper attire as it relates to different climates?● Why frequent water breaks important during exercise?● Identify and explain the three types of heat-related illness.● How do environmental conditions affect your ability to exercise?● How do environmental conditions affect the type of exercise?● Explain safety procedures that should be followed when participating in activity.● Describe proper warm-up and cool-down techniques and the reasons for using them?● How does the activity you are choosing affect the type of warm-up you do?● How do I react if someone gets injured?● What are the negative consequences of energy drinks?● How does nutrition affect your ability to play?● How does caffeine affect your body?● Why is it important to monitor your heart rate during activity?● How does peer pressure affect your decision during physical activity?● Why is important to demonstrate responsible behavior during activity.● Besides physically, what are other benefits to participating in activity?
--	--

Unit: Lifetime Fitness

Possible Essential Questions Or Daily Objective Suggestions	<ul style="list-style-type: none">● Describe activities that improve muscular strength● Describe activities that improve cardiorespiratory endurance● Describe activities that improve flexibility● Describe activities that improve body composition● Describe activities that improve muscular endurance● Compare your calorie intake with calorie expenditure.● Why is health related fitness important to our overall health● Why is it important to assess the areas of health related fitness● Why is it important to monitor the intensity of your exercise● Explain the importance of target heart rate● Explain the importance of “warm up” and “cool down”.● Discuss places in your community that promote personal fitness.● Describe the importance of F.I.T.T when participating in physical activity● Describe how F.I.T.T applies to improving Health Related Fitness● Why is it important to monitor nutrition in a personal fitness program● What should you include in a fitness goal (S.M.A.R.T)
--	--

Unit: Individual/Dual Sports

Possible Essential Questions Or Daily Objective Suggestions	<ul style="list-style-type: none"> ● Describe an individual sport ● Describe a dual sport ● Identify places in your community to play individual sports ● Identify places in your community to play dual sports ● What is the connection between individual sports and lifetime fitness? ● Why are individual and/or dual sports more practical for lifetime fitness than team sports? ● Can an individual and/or dual sport be just as competitive as a team sport? ● Can an individual sport be classified as a team sport as well? Why or why not?
--	---

Unit: Alternative/Extreme Sports

For “Extreme Sports” physical educators have a moral obligation to conduct their programs in such a way as to protect the welfare of their students. Due to the nature of “extreme sports” if a Physical Education teacher wishes to teach any activities NOT outlined in this guide, he/she should seek guidance from the District Resource teacher and prior APPROVAL from the school Principal, District Director Risk Management and appropriate District Director for Secondary Leading & Learning.

Possible Essential Questions Or Daily Objective Suggestions	<ul style="list-style-type: none"> ● Why is it important to know the safety measures for Alternative/Extreme Sports? ● How is body control demonstrated in Alternative/Extreme sports? ● What classifies a sport as Alternative/Extreme sports? ● What are some characteristics of Alternative/Extreme Sports? ● Why is it important to receive proper instruction for Alternative/Extreme Sports? ● Describe offensive strategies for Alternative/Extreme Sports ● Describe defensive strategies for Alternative/Extreme Sports ● Identify various movement skills that are performed in Alternative/Extreme Sports ● How can you incorporate technology in Alternative/Extreme Sports? ● Does geographic location affect the intensity of the Alternative/Extreme Sports ● What physical demands does your body go through when participating in extreme and/or alternative sports?
--	--

Sample Fitness Plan

Personal Wellness Program/Plan

Directions: Use your Fitnessgram results to complete your wellness program/plan.

a. Health-Related Fitness:

Cardiovascular Fitness

1. What is your goal for this area?

2. What three activities will you do (outside of school) to help improve this area of fitness?

- a. _____
- b. _____
- c. _____

b. Health-Related Fitness:

Choose one: Muscular Strength, Flexibility, and Muscular Endurance

3. What is your goal for this area?

4. What three activities will you do (outside of school) to help improve this area of fitness?

- a. _____
- b. _____
- c. _____

c. How can you get your family involved in improving their fitness with you?

Reflection:

Did you meet your goals? Why or why not?

Using your goals from your Wellness Program/Plan to create a Physical Activity plan using the **F.I.T.T** principle:

	F requency (How often?)	I ntensity (How hard?)	T ime (How long?)	A ctivity (T ype) (What?)
	3 times per week	Target Heart Rate: 130	30-40 minutes	Example: Jogging
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Why did you choose the types of activities in your wellness plan?

Did you participate in these activities by yourself or with others? Why or why not?

Optional: Parent Signature: _____ Student Signature: _____

Calculating Your Target Heart Rate

1. Determine MHR - "Maximum heart rate"

MHR = $200 - \underline{\hspace{2cm}}$ = $\underline{\hspace{2cm}}$ Max Heart Rate your age

(example: if your age is 10 years $200 - 10 = 190$ your MHR is 190 BPM)

2. Determine Target Heart Rate for Moderate Intensity activities (lower range) Moderate

Intensity = 50 - 70% of MHR (from step 1)

MHR $\underline{\hspace{2cm}}$ x .50 = $\underline{\hspace{2cm}}$ (a)

MHR $\underline{\hspace{2cm}}$ x .70 = $\underline{\hspace{2cm}}$ (b)

My Target Heart Rate zone for moderate physical activity is $\underline{\hspace{2cm}}$ (a) to $\underline{\hspace{2cm}}$ (b) BPM

3. Determine Target Heart Rate for Vigorous Intensity activities (upper range) Vigorous

Intensity = 70 - 85% of MHR (from step 1)

MHR x .70 = insert (b) from step 2 $\underline{\hspace{2cm}}$ (c)

MHR $\underline{\hspace{2cm}}$ x .85 = $\underline{\hspace{2cm}}$ (d)

My Target Heart Rate zone for vigorous physical activity is $\underline{\hspace{2cm}}$ (c) to $\underline{\hspace{2cm}}$ (d) BPM

NAME _____

Nutrition and Physical Activity log

Physical Activity Log Dates: _____

Day	Activities	Aerobic/ Anaerobic	Health- related fitness	Time In Activity	Calories Expended
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

NAME _____

Nutrition Log Dates: _____

Time of Day	Food Intake	Calories Consumed	Calories Expended
Breakfast			
Lunch			
Dinner			
Snack(s)			
Time of Day	Food Intake	Calories Consumed	Calories Expended
Breakfast			
Lunch			
Dinner			
Snack(s)			

Resources

Websites:

<http://usarugby.org/rookie-rugby>

www.cricketamerica.com

www.kanjam.com

<http://www.teamusa.org/USA-Field-Hockey/PLAYERS/YOUTH/FUNDAMENTAL-FH>

www.uslacrosse.org/resources/physical-education-curriculum.aspx

www.pecentral.com

www.usultimate.org

http://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_313064.pdf

Middle School Physical Education

M/J Extreme/Alternative #1508040

Scope and Sequence

Appendix C



M/J Alternative/Extreme Physical Education Scope and Sequence Table of Contents

	Page(s)
Table of Contents	C2
Course Description for M/J Alternative/Extreme Physical Education Scope and Sequence	C3-C4
M/J Alternative/Extreme Physical Education Scope & Sequence	C5-C13
Grading Schematic & Points of Interest	C14

Each course code has a “course description” which contains the standards and benchmarks that must be covered within that course. Current course descriptions, standards, benchmarks, and additional teaching resources can be found on www.cpalms.org.

M/J Extreme/Alternative Sports - Grade 8 (#1508040)

Name	Description
PE.8.C.2.2:	Identify basic rules for alternative/extreme sports activities. Some examples are setting up to start, violating rules and keeping accurate score.
PE.8.C.2.3:	Explain basic offensive and defensive strategies in individual/dual sports.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.8.C.2.8:	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities. Some examples are volleyball and tennis serve and surfing and skate boarding.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.3:	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness. The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.8.L.3.4:	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.5:	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.M.1.1:	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.
PE.8.M.1.2:	Demonstrate critical elements when striking with an object or implement.
PE.8.M.1.3:	Demonstrate body management for successful participation in a variety of modified games and activities. Some examples of body management are balance and agility.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5:	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.8.M.1.6:	Demonstrate offensive, defensive and transition strategies and tactics.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
PE.8.M.1.8:	Apply technology to evaluate, monitor and improve individual motor skills. Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.8.M.1.9:	Select and utilize appropriate safety equipment.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.

<u>PE.8.R.5.2:</u>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<u>PE.8.R.5.3:</u>	Demonstrate sportsmanship during game situations. Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
<u>PE.8.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.
<u>PE.8.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.8.R.6.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.8.R.6.2:</u>	Describe the potential benefits of participation in a variety of physical activities. Some examples of potential benefits are physical, mental, emotional and social.
<u>PE.8.R.6.3:</u>	Compare and contrast games, sports and/or physical activities from other cultures.
<u>ELD.K12.ELL.SI.1:</u>	English language learners communicate for social and instructional purposes within the school setting.
<u>HE.8.B.5.5:</u>	Evaluate the outcomes of a health-related decision. Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>MAFS.8.SP.1.4:</u>	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i>

M/J Alternative/Extreme Scope and Sequence						
Unit	Benchmarks Addressed	Days	Essential Questions	Assessment	Concepts	Notes & Resources
Introduction And procedures	<u>Safety</u> PE.8.R.5.5 PE.8.C.2.7 PE.8.M.1.9 PE.8.R.5.4 <u>Other</u> PE.8.L.3.5 PE.8.L.3.4 PE.8.R.6.1 HE.8.B.5.5 LAFS.68.RST.2.4 MAFS.68.SP.1.4 ELD.K12.ELL.SI.1	3-5	<ul style="list-style-type: none"> How can you demonstrate responsible behaviors in physical education? How does physical activity break through language barriers? 		<ul style="list-style-type: none"> Orientation Lockers Uniforms Safety procedures Responsible behaviors Medical information Personal Hygiene Course overview with class expectations 	<ul style="list-style-type: none"> https://www.osha.gov/SLTC/heatstress/heat_illnesses.html http://www.cdc.gov/extremeheat/warning.html
Team Building or Cooperative games	PE.8.R.5.1 PE.8.R.5.2 PE.8.R.5.3 PE.8.R.5.4 LAFS.68.RST.2.4 ELD.K12.ELL.SI.1	5	What roles do people play within teams that lead to success? <ul style="list-style-type: none"> How do communication skills contribute to team effectiveness? 		<ul style="list-style-type: none"> <u>Team Building activities:</u> <u>Knots</u> <u>Tarp flip</u> <u>Key Punch</u> <u>Acid River</u> <u>All aboard</u> <u>Line-up (height, birthday, etc)</u> <u>Turnstile</u> <u>Have you ever</u> <u>Pipeline</u> 	Project Adventure Books <ul style="list-style-type: none"> Full Value Contract

FITNESSGRAM®	PE.8.L.3.3 HE.8.B.5.5 LAFS.68.RST.2.4 MAFS.68.SP.1.4 ELD.K12.ELL.SI.1	5	<ul style="list-style-type: none"> • Why do you take FITNESSGRAM® assessment every year? 	<ul style="list-style-type: none"> • Peer assessment • Cognitive assessment • Self-Reflection 	<ul style="list-style-type: none"> • Safety procedures • Health related fitness • Review FITNESSGRAM® assessment components • Conduct FITNESSGRAM® pre-evaluation 	<ul style="list-style-type: none"> • FITNESSGRAM® DVD to show students correct ways to perform assessment. • Peer assessments are effective and efficient for FITNESSGRAM®. <p>*** FITNESSGRAM® assessment is done at the beginning and end of each course</p> <p>***First semester data due first school day in December.</p> <p>*** Second semester data due last day of April.</p>
--------------	---	---	---	--	---	---

Flag Rugby	<p><u>Safety</u> PE.8.R.5.5 PE.8.C.2.7 PE.8.M.1.9 PE.8.R.5.4</p> <p><u>Skills</u> PE.8.M.1.1 PE.8.M.1.2 PE.8.M.1.4 PE.8.M.1.5 PE.8.M.1.7 PE.8.C.2.5 PE.8.C.2.6 PE.8.C.2.8 PE.8.R.6.2 PE.8.R.5.1</p> <p><u>Modified Game</u> PE.8.M.1.6 PE.8.C.2.2 PE.8.C.2.3 PE.8.R.5.3 PE.8.L.3.1 PE.8.L.3.2 PE.8.L.3.3 PE.8.L.3.6 PE.8.M.1.3</p> <p><u>Technology</u> PE.8.M.1.8 PE.8.L.4.3</p> <p><u>Other</u> PE.8.R.5.2 PE.8.R.6.3 HE.8.B.5.5 LAFS.68.RST.2.4 MAFS.68.SP.1.4 ELD.K12.ELL.SI.1</p>	5-10	<ul style="list-style-type: none"> • How can movement skills and strategies that we learned in flag football be transferred and used in Rugby? • What skill-related components of fitness are need in flag rugby and Why? 	<ul style="list-style-type: none"> • peer observation • end of unit quiz • exit slip • entrance slips • skills checklist • teacher observation 	<ul style="list-style-type: none"> • Safety procedures • NO CONTACT • Proper etiquette • Boundaries/ awareness • Responsible behaviors • Compare and contrast with American football and soccer • Flag etiquette • Grip • Passing <ul style="list-style-type: none"> ○ Lateral ○ Underhand ○ Backward/reverse • Running with the ball • Running in support • Scoring • Basic offense • Basic offensive strategy • Basic defense • Basic Defensive strategy • Modified game play 	<p>http://usarugby.org/rookie-rugby</p> <p>http://www.thephysicaleducator.com/resources/skill-posters/rugby/</p> <p>Grants, equipment, lesson plans- available from USA Rugby.</p> <p>Skillset focus for the day should be followed up with a modified game at end of Class.</p> <p>Incorporate skill related fitness concepts where appropriate. Example- agility in offensive strategy.</p>
------------	--	------	---	--	---	--

Cricket	<p><u>Safety</u> PE.8.R.5.5 PE.8.C.2.7 PE.8.M.1.9 PE.8.R.5.4</p> <p><u>Skills</u> PE.8.M.1.1 PE.8.M.1.2 PE.8.M.1.4 PE.8.M.1.5 PE.8.M.1.7 PE.8.C.2.5 PE.8.C.2.6 PE.8.C.2.8 PE.8.R.6.2 PE.8.R.5.1</p> <p><u>Modified Game</u> PE.8.M.1.6 PE.8.C.2.2 PE.8.C.2.3 PE.8.R.5.3 PE.8.L.3.1 PE.8.L.3.2 PE.8.R.6.3 PE.8.L.3.3 PE.8.L.3.6 PE.8.M.1.3</p> <p><u>Technology</u> PE.8.M.1.8 PE.8.L.4.3</p> <p><u>Other</u> PE.8.R.5.2 PE.8.R.6.3 HE.8.B.5.5 LAFS.68.RST.2.4 MAFS.68.SP.1.4 ELD.K12.ELL.SI.1</p>	5-10	<ul style="list-style-type: none"> • What can you say about your responsibility of ensuring proper safety during a modified game of cricket? • What would happen if you didn't have proper body management? • How can we apply skills we have learned in other games to the game of cricket? 	<ul style="list-style-type: none"> • peer observation • end of unit quiz • exit slip • entrance slips • skills checklist • teacher observation 	<ul style="list-style-type: none"> • Safety procedures • Proper etiquette • Boundaries/ awareness • Responsible behaviors • Bowling(pitching) <ul style="list-style-type: none"> - stationary - run up • Batting • Fielding • Wicket keeping • Wicket running (base running) • Basic offense • Basic offensive strategy • Basic defense • Basic defensive strategy • Modified game play 	<p>www.cricketamerica.com- For lesson plans and resources.</p> <p>Skillset focus for the day should be followed up with a modified game at end of Class.</p>
---------	---	------	---	--	--	--

Pickleball	<u>Safety</u> PE.8.R.5.5 PE.8.C.2.7 PE.8.M.1.9 PE.8.R.5.4 <u>Skills</u> PE.8.M.1.1 PE.8.M.1.2 PE.8.M.1.4 PE.8.M.1.5 PE.8.M.1.7 PE.8.C.2.5 PE.8.C.2.6 PE.8.C.2.8 PE.8.R.6.2 PE.8.R.5.1 <u>Modified Game</u> PE.8.M.1.6 PE.8.C.2.2 PE.8.C.2.3 PE.8.R.5.3 PE.8.L.3.1 PE.8.L.3.2 PE.8.R.6.3 PE.8.L.3.3 PE.8.L.3.6 PE.8.M.1.3 <u>Technology</u> PE.8.M.1.8 PE.8.L.4.3 <u>Other</u> PE.8.R.5.2 PE.8.R.6.3 HE.8.B.5.5 LAFS.68.RST.2.4 MAFS.68.SP.1.4 ELD.K12.ELL.SI.1	5-10	<ul style="list-style-type: none"> What skills and strategies have you learned in other sports can be transferred to pickle ball? 	<ul style="list-style-type: none"> peer observation end of unit quiz exit slip entrance slips skills checklist teacher observation 	<ul style="list-style-type: none"> Safety procedures Proper etiquette Boundaries/ awareness Responsible behaviors Grip Forehand Backhand Underhand serve Scoring Court boundaries Basic offense Basic offensive strategies Basic defense Basic defensive strategies Modified game play 	http://pickleball.com http://south.usapa.org/ http://www.westmelbourne.org/index.aspx?NID=457 http://pickleball.org
------------	--	------	--	--	---	--

Netball	<u>Safety</u> PE.8.R.5.5 PE.8.C.2.7 PE.8.M.1.9 PE.8.R.5.4 <u>Skills</u> PE.8.M.1.1 PE.8.M.1.2 PE.8.M.1.4 PE.8.M.1.5 PE.8.M.1.7 PE.8.C.2.5 PE.8.C.2.6 PE.8.C.2.8 PE.8.R.6.2 PE.8.R.5.1 <u>Modified Game</u> PE.8.M.1.6 PE.8.C.2.2 PE.8.C.2.3 PE.8.R.5.3 PE.8.L.3.1 PE.8.L.3.2 PE.8.R.6.3 PE.8.L.3.3 PE.8.L.3.6 PE.8.M.1.3 <u>Technology</u> PE.8.M.1.8 PE.8.L.4.3 <u>Other</u> PE.8.R.5.2 PE.8.R.6.3 HE.8.B.5.5 LAFS.68.RST.2.4 MAFS.68.SP.1.4 ELD.K12.ELL.SI.1	5-10	<ul style="list-style-type: none"> What connection does Netball have to other sports that we play during Physical education? 	<ul style="list-style-type: none"> peer observation end of unit quiz exit slip entrance slips skills checklist teacher observation 	<ul style="list-style-type: none"> Safety procedures Proper etiquette Boundaries: field position awareness Responsible behaviors Passing <ul style="list-style-type: none"> lob bounce chest Pivot Shooting In bound passing Basic offense Basic offensive strategy Basic defense Basic defense strategy Positions Modified game play 	www.netballamerica.com
---------	--	------	---	--	---	--

Lacrosse (soft stix)	<u>Safety</u> PE.8.R.5.5 PE.8.C.2.7 PE.8.M.1.9 PE.8.R.5.4 <u>Skills</u> PE.8.M.1.1 PE.8.M.1.2 PE.8.M.1.4 PE.8.M.1.5 PE.8.M.1.7 PE.8.C.2.5 PE.8.C.2.6 PE.8.C.2.8 PE.8.R.6.2 PE.8.R.5.1 <u>Modified Game</u> PE.8.M.1.6 PE.8.C.2.2 PE.8.C.2.3 PE.8.R.5.3 PE.8.L.3.1 PE.8.L.3.2 PE.8.R.6.3 PE.8.L.3.3 PE.8.L.3.6 PE.8.M.1.3 <u>Technology</u> PE.8.M.1.8 PE.8.L.4.3 <u>Other</u> PE.8.R.5.2 PE.8.R.6.3 HE.8.B.5.5 LAFS.68.RST.2.4 MAFS.68.SP.1.4 ELD.K12.ELL.SI.1	5-10	<ul style="list-style-type: none"> What health and skill related components of fitness are critical to success in Lacrosse? 	<ul style="list-style-type: none"> peer observation end of unit quiz exit slip entrance slips skills checklist teacher observation 	<ul style="list-style-type: none"> Safety procedures Proper etiquette Boundaries: field position awareness Responsible behaviors Grip Cradling Ground ball scoop Throwing catching Intercepting the ball Shooting Basic offense Basic offensive strategy Basic defense Basic defensive strategy Modified game play 	Physical education curriculum: www.uslacrosse.org/resources/physical-education-curriculum.aspx Skillset focus for the day should be followed up with a modified game at end of class.
----------------------	--	------	--	--	--	--

<p>Disc Sports</p> <ul style="list-style-type: none"> • <u>Ultimate</u> • <u>Frisbee</u> • <u>golf</u> • <u>Kan-Jam</u> 	<p><u>Safety</u> PE.8.R.5.5 PE.8.C.2.7 PE.8.M.1.9 PE.8.R.5.4 <u>Skills</u> PE.8.M.1.1 PE.8.M.1.2 PE.8.M.1.4 PE.8.M.1.5 PE.8.M.1.7 PE.8.C.2.5 PE.8.C.2.6 PE.8.C.2.8 PE.8.R.6.2 PE.8.R.5.1 <u>Modified Game</u> PE.8.M.1.6 PE.8.C.2.2 PE.8.C.2.3 PE.8.R.5.3 PE.8.L.3.1 PE.8.L.3.2 PE.8.R.6.3 PE.8.L.3.3 PE.8.L.3.6 PE.8.M.1.3 <u>Technology</u> PE.8.M.1.8 PE.8.L.4.3 <u>Other</u> PE.8.R.5.2 PE.8.R.6.3 HE.8.B.5.5 LAFS.68.RST.2.4 MAFS.68.SP.1.4 ELD.K12.ELL.SI.1</p>	<p>5-10</p>	<ul style="list-style-type: none"> • Why is Kan-Jam a good lifetime sport? 	<ul style="list-style-type: none"> • peer observation • end of unit quiz • exit slip • entrance slips • skills checklist • teacher observation 	<ul style="list-style-type: none"> • Safety procedures • Proper etiquette • Boundaries: field position awareness • Responsible behaviors • Throwing a disc • Disc deflection • Catching a disc • Scoring • Basic offense • Basic offensive strategy • Basic defense • Basic defensive strategy • Modified game play 	<p>www.kanjam.com</p> <p>Kanjam video: http://www.youtube.com/watch?v=jWsB3YFG4hE</p>
---	---	-------------	---	--	--	---

Field Hockey	<p><u>Safety</u> PE.8.R.5.5 PE.8.C.2.7 PE.8.M.1.9 PE.8.R.5.4</p> <p><u>Skills</u> PE.8.M.1.1 PE.8.M.1.2 PE.8.M.1.4 PE.8.M.1.5 PE.8.M.1.7 PE.8.C.2.5 PE.8.C.2.6 PE.8.C.2.8 PE.8.R.6.2 PE.8.R.5.1</p> <p><u>Modified Game</u> PE.8.M.1.6 PE.8.C.2.2 PE.8.C.2.3 PE.8.R.5.3 PE.8.L.3.1 PE.8.L.3.2 PE.8.R.6.3 PE.8.L.3.3 PE.8.L.3.6 PE.8.M.1.3</p> <p><u>Technology</u> PE.8.M.1.8 PE.8.L.4.3</p> <p><u>Other</u> PE.8.R.5.2 PE.8.R.6.3 HE.8.B.5.5 LAFS.68.RST.2.4 MAFS.68.SP.1.4 ELD.K12.ELL.SI.1</p>	5-10	<ul style="list-style-type: none"> • Why are proper etiquette and safe behaviors essential in modified field hockey? • What skills will help you succeed when playing field hockey? • What is the difference between a strategy and skill? • Why is it important to learn defensive strategies? • What offensive strategies can you use in field hockey? 	<ul style="list-style-type: none"> • peer observation • end of unit quiz • exit slip • entrance slips • skills checklist • teacher observation 	<ul style="list-style-type: none"> • Safety procedures • Proper etiquette • Boundaries: field position awareness • Responsible behaviors • grip • stance • dribbling • push pass • trapping • receiving • shooting • basic offense • basic defense • modified game play 	<p>Fundamental Field Hockey information:</p> <p>http://www.teamusa.org/USA-Field-Hockey/PLAYERS/YOUTH/FUNDAMENTAL-FH</p> <p>Skillset focus for the day should be followed up with a modified game at end of Class.</p>
--------------	---	------	---	--	---	---

Grading in Physical Education

This curriculum has been designed so that several variables can be incorporated into composing student grades. A student's grade should reflect mastery of standards listed in the Course Description based on a variety of assessments.

- Cognitive Assessments (written exams, journals, fitness plans, exit slips, etc.)
- Performance Task (skills assessment, choreography, demonstration of strategy within modified game play, etc.)
- Engagement in daily moderate/vigorous physical activity during class

“Dressing out” should be reflected in standards that address responsible personal and social behaviors. It is the responsibility of each school's Physical Education department to devise a unified grading scheme based on these suggestions.

Points of Interest

- **Sample Daily Class Schedule**
 - 5 minutes- student created warm-up/attendance
 - 5 minutes- discussion of essential question, standards, and objectives.
 - 10-15 minutes skill practice and activities
 - 10 minutes- modified game play focusing on skill development
 - 5 minutes- review and assess understanding dismiss
- **Unit Design**
 - Pre-assess student knowledge and skill ability for each sport/skill
 - Differentiate instruction based on assessed ability level of students but maintain the focus on standards mastery and skill advancement.
 - Assess at the end of the unit--cognitive and/or performance.
 - The scope and sequence for this course is organized by DAYS spent on each unit. If a teacher is unable to hold class (example rain, mower, pictures, etc.) additional days should be added on to make sure there is ample time to complete the unit accordingly
- **Skill-based instruction and modified game play**
 - This course is designed to insure all students learn and experience BASIC skills and rules in a variety of modified sports. Tournament play is not designed to meet the standards of this course and should not be the primary focus of the units.
- **ALL students should be engaged in the activities of the class for the day. Activities are provided to assist teachers in accomplishing this if they are physically unable to participate in class.**
- [Dodgeball and other activities that include an element of having students or teachers as targets, are not permitted](#)

M/J Team Sports #1508020

Scope and Sequence

Appendix D



M/J Team Sports Physical Education Scope and Sequence Table of Contents

	Page(s)
Table of Contents	D2
Course Description for M/J Team Sports Physical Education Scope and Sequence	D3-D4
M/J Team Sports Physical Education Scope & Sequence	D5-D11
Grading Schematic & Points of Interest	D12

Each course code has a “course description” which contains the standards that students are expected to learn during that course. Middle school physical education courses are one semester in length and benchmarks must be covered within that time frame. Current course descriptions, sample activities, and additional teaching resources can be found on www.cpalms.org.

M/J Team Sports - Grade 7 (#1508020)

Name	Description
PE.7.C.2.1:	Identify the basic rules for team sports. Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.C.2.3:	Explain basic offensive and defensive strategies in modified games or activities and team sports.
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.7:	Identify the critical elements for successful performance of a variety of sport skills.
PE.7.C.2.8:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities. An example is slow-pitch softball and volleyball underhand serve.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.7.L.3.3:	Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness. The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.7.L.3.4:	Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.5:	Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.6:	Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.
PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills. Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities. An example of a modified version of a sport or activity is a small sided game.
PE.7.M.1.3:	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations. Some examples are staying between opponent and goal and moving between opponent and the ball.
PE.7.M.1.6:	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities. Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
PE.7.M.1.8:	Apply technology to evaluate, monitor and improve individual skill performance. Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.7.M.1.9:	Demonstrate principles of biomechanics necessary for safe and successful performance.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.

<u>PE.7.R.5.2:</u>	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
<u>PE.7.R.5.3:</u>	Demonstrate responsible behaviors during physical activities. Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
<u>PE.7.R.5.4:</u>	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
<u>PE.7.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.7.R.6.1:</u>	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.7.R.6.2:</u>	Discuss the potential benefits of participation in a variety of physical activities. Some examples of potential benefits are physical, mental, emotional and social.
<u>PE.7.R.6.3:</u>	Participate in games, sports and/or physical activities from other cultures.
<u>ELD.K12.ELL.SI.1:</u>	English language learners communicate for social and instructional purposes within the school setting.
<u>HE.7.C.2.6:</u>	Evaluate the influence of technology in locating valid health information. Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>MAFS.7.SP.3.5:</u>	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

M/J Team Sports Scope and Sequence						
Unit	Benchmarks Addressed	Days	Essential Questions	Assessment	Concepts	Notes & Resources
Introduction and Procedures	PE.7.M.1.7 PE.7.C.2.8 PE.7.R.5.5 PE.7.L.3.4 PE.7.L.3.5 PE.7.R.5.2 PE.7.R.6.1 ELD.K12.ELL.SI.1	3-5	<ul style="list-style-type: none"> How can you demonstrate responsible behaviors in physical education? How does physical activity break through language barriers? 		<ul style="list-style-type: none"> Orientation Lockers Uniforms Safety procedures Responsible behaviors Medical information Personal Hygiene Course overview with class expectations 	<ul style="list-style-type: none"> https://www.osha.gov/SLTC/heatstress/he at illnesses.html http://www.cdc.gov/extremeheat/warning.html
Team Building or Cooperative games	PE.7.C.2.8 PE.7.R.5.1 PE.7.R.5.2 PE.7.R.5.3 PE.7.R.5.4 PE.7.R.6.2 LAFS.68.RST.2.4 ELD.K12.ELL.SI.1	5	<p>What roles do people play within teams that lead to success?</p> <p>How do communication skills contribute to team effectiveness?</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> <u>Team Building activities:</u> <u>Knots</u> <u>Tarp flip</u> <u>Key Punch</u> <u>Acid River</u> <u>All aboard</u> <u>Line-up (height, birthday, etc.)</u> <u>Turnstile</u> <u>Have you ever</u> <u>Pipeline</u> 	<p>Project Adventure Books</p> <p>Full Value Contract</p>

FITNESSGRAM®	PE.7.L.3.3 HE.7.C.2.6 ELD.K12.ELL.SI.1	5	<ul style="list-style-type: none"> • Why do you take FITNESSGRAM® assessment every year? 	<ul style="list-style-type: none"> • <u>Peer Assessment</u> • Cognitive • Self-Assessment 	<ul style="list-style-type: none"> • Safety procedures • Health related fitness • Review FITNESSGRAM® assessment components • Conduct FITNESSGRAM® pre- assessment 	<ul style="list-style-type: none"> • FITNESSGRAM® DVD to show students correct ways to perform assessment items. • Peer assessments are effective and efficient for administering FITNESSGRAM®. <p>*** FITNESSGRAM® assessment is done at the beginning and end of each course</p> <p>***First semester data due first school day in December.</p> <p>*** Second semester data due last school day in April.</p>
--------------	--	---	---	--	--	--

Basketball	<p><u>Safety</u> PE.7.M.1.7 PE.7.C.2.8 PE.7.R.5.5</p> <p><u>Skills</u> PE.7.C.2.9 PE.7.M.1.6 PE.7.M.1.9 PE.7.R.5.1 PE.7.R.5.3 PE.7.R.5.4 PE.7.R.6.2 PE.7.C.2.6 PE.7.C.2.7 PE.7.M.1.8</p> <p><u>Modified Game</u> PE.7.L.3.1 PE.7.L.3.2 PE.7.L.3.3 PE.7.L.3.6 PE.7.M.1.1 PE.7.M.1.2 PE.7.M.1.3 PE.7.R.6.3 PE.7.C.2.1 PE.7.C.2.3</p> <p><u>Other</u> LAFS.68.RST.2.4 MAFS.7.SP.3.5 ELD.K12.ELL.SI.1</p>	5-10	<ul style="list-style-type: none"> • How do teamwork and sportsmanship affect game play? • How does participation in basketball improve physical fitness? • How is learning through technology going to improve my learning about basketball? 	<ul style="list-style-type: none"> • peer observation • end of unit quiz • exit slip • entrance slips • skills checklist • teacher observation 	<ul style="list-style-type: none"> • Safety procedures • Proper etiquette • Boundaries/awareness • Responsible behaviors • Shooting <ul style="list-style-type: none"> ○ jump shot ○ lay up • Passing <ul style="list-style-type: none"> ○ bounce ○ chest • Dribbling <ul style="list-style-type: none"> ○ dominant ○ non-dominant ○ cross over • Basic offense • Basic offensive strategy • Basic defense • Basic defensive strategy • Modified game play 	http://www.thephysicaleducator.com/resources/skill-posters/basketball/
------------	---	------	--	--	--	---

<p>Volleyball</p>	<p><u>Safety</u> PE.7.M.1.7 PE.7.C.2.8 PE.7.R.5.5</p> <p><u>Skills</u> PE.7.C.2.9 PE.7.M.1.6 PE.7.M.1.9 PE.7.R.5.1 PE.7.R.5.3 PE.7.R.5.4 PE.7.R.6.2 PE.7.C.2.6 PE.7.C.2.7 PE.7.M.1.8</p> <p><u>Modified Game</u> PE.7.L.3.1 PE.7.L.3.2 PE.7.L.3.3 PE.7.L.3.6 PE.7.M.1.1 PE.7.M.1.2 PE.7.M.1.3 PE.7.R.6.3 PE.7.C.2.1 PE.7.C.2.3</p> <p><u>Other</u> LAFS.68.RST.2.4 MAFS.7.SP.3.5 ELD.K12.ELL.SI.1</p>	<p>5-10</p>	<ul style="list-style-type: none"> • What skills are necessary to be successful when playing volleyball? • What are the consequences in not executing correct safety measure at all times? • How can one exhibit knowledge of rules and officiating during play? • How do teamwork and sportsmanship affect game play? • How does participation in volleyball improve physical fitness? 	<ul style="list-style-type: none"> • peer observation • end of unit quiz • exit slip • entrance slips • skills checklist • teacher observation 	<ul style="list-style-type: none"> • Safety procedures • Proper etiquette • Boundaries/ awareness • Responsible behaviors • Forearm Pass • Overhead Pass • Underhand Serve • Basic offense • Basic offensive strategy • Basic defense • Basic defensive strategy • Modified game play 	<p>Sample modified rules:</p> <ul style="list-style-type: none"> ○ Serve from back right corner. ○ Rally scoring. ○ Boundaries- line is 'in'. ○ Max hits per side is 3. ○ One person can't hit the ball 2x in a row. ○ Ball can bounce 1x before forearm pass attempt. ○ Server calls the scores before serve <p>http://www.thephysicaleducator.com/resources/skill-posters/volleyball/</p>
--------------------------	---	-------------	--	--	---	---

<p>Flag Football</p>	<p><u>Safety</u> PE.7.M.1.7 PE.7.C.2.8 PE.7.R.5.5</p> <p><u>Skills</u> PE.7.C.2.9 PE.7.M.1.6 PE.7.M.1.9 PE.7.R.5.1 PE.7.R.5.3 PE.7.R.5.4 PE.7.R.6.2 PE.7.C.2.6 PE.7.C.2.7 PE.7.M.1.8</p> <p><u>Modified Game</u> PE.7.L.3.1 PE.7.L.3.2 PE.7.L.3.3 PE.7.L.3.6 PE.7.M.1.1 PE.7.M.1.2 PE.7.M.1.3 PE.7.R.6.3 PE.7.C.2.1 PE.7.C.2.3</p> <p><u>Other</u> LAFS.68.RST.2.4 MAFS.7.SP.3.5 ELD.K12.ELL.SI.1</p>	<p>5-10</p>	<ul style="list-style-type: none"> • What are the key components to a successful flag football team • How do teamwork and sportsmanship affect game play? • Why is it important to exhibit socially acceptable behavior and sportsmanship when participating in Flag Football? 	<ul style="list-style-type: none"> • peer observation • end of unit quiz • exit slip • entrance slips • skills checklist • teacher observation 	<ul style="list-style-type: none"> • Safety procedures <ul style="list-style-type: none"> ◦ NO CONTACT ◦ Be aware of surroundings • Proper etiquette • Boundaries/awareness • Responsible behaviors • Throwing a spiral • Catching/receiving • Running/dodging/weaving (agility) • Basic offense • Basic offensive strategy • Basic defense • Basic defensive strategy • Modified game play 	<p>Sample offensive strategies</p> <ul style="list-style-type: none"> ◦ Pass patterns (hook, slant, post) ◦ Moving to open space ◦ Run vs. pass play (appropriate use) <p>Sample defensive strategies</p> <ul style="list-style-type: none"> ◦ Man-to-man (strategy) ◦ Flag pulling (skill) ◦ Interception <p>https://school.fueluptoplay60.com/documents/NFL-FLAG-football-curriculum-middle.pdf</p>
-----------------------------	---	-------------	---	--	--	---

Soccer	<p><u>Safety</u> PE.7.M.1.7 PE.7.C.2.8 PE.7.R.5.5</p> <p><u>Skills</u> PE.7.C.2.9 PE.7.M.1.6 PE.7.M.1.9 PE.7.R.5.1 PE.7.R.5.3 PE.7.R.5.4 PE.7.R.6.2 PE.7.C.2.6 PE.7.C.2.7 PE.7.M.1.8</p> <p><u>Modified Game</u> PE.7.L.3.1 PE.7.L.3.2 PE.7.L.3.3 PE.7.L.3.6 PE.7.M.1.1 PE.7.M.1.2 PE.7.M.1.3 PE.7.R.6.3 PE.7.C.2.1 PE.7.C.2.3</p> <p><u>Other</u> LAFS.68.RST.2.4 MAFS.7.SP.3.5 ELD.K12.ELL.SI.1</p>	5-10	<ul style="list-style-type: none"> • What are the key components of soccer necessary to enhance performance? • How can you increase accuracy when shooting a soccer ball? • What is the relationship between passing and trapping in soccer? • <i>How do teamwork and sportsmanship affect game play?</i> • What things constitute a good pass? 	<ul style="list-style-type: none"> • peer observation • end of unit quiz • exit slip • entrance slips • skills checklist • teacher observation 	<ul style="list-style-type: none"> • Safety procedures • Proper etiquette • Boundaries/awareness • Responsible behaviors • Dribble • Pass • Shoot • Throw-ins • Basic offense • Basic offensive strategy • Basic defense • Basic defensive strategy • Modified game play 	<p>Mini Soccer- http://www.sparkpe.org/wp-content/uploads/2011/05/13SoccerMiniSoccer.pdf</p> <p>PE Central Soccer- http://www.pecentral.org/lessonideas/searchresults.asp?Search=Find+Them&subcategory=Soccer</p>
--------	---	------	--	--	---	---

<p>Base Sports</p>	<p><u>Safety</u> PE.7.M.1.7 PE.7.C.2.8 PE.7.R.5.5</p> <p><u>Skills</u> PE.7.C.2.9 PE.7.M.1.6 PE.7.M.1.9 PE.7.R.5.1 PE.7.R.5.3 PE.7.R.5.4 PE.7.R.6.2 PE.7.C.2.6 PE.7.C.2.7 PE.7.M.1.8</p> <p><u>Modified Game</u> PE.7.L.3.1 PE.7.L.3.2 PE.7.L.3.3 PE.7.L.3.6 PE.7.M.1.1 PE.7.M.1.2 PE.7.M.1.3 PE.7.R.6.3 PE.7.C.2.1 PE.7.C.2.3</p> <p><u>Other</u> LAFS.68.RST.2.4 MAFS.7.SP.3.5 ELD.K12.ELL.SI.1</p>	<p>5-10</p>	<ul style="list-style-type: none"> • How can participation in base sports be used to satisfy the physical activity element of your wellness plan? • How do teamwork and sportsmanship affect game play? • How does participation in softball improve physical fitness and promote lifelong fitness? 	<ul style="list-style-type: none"> • peer observation • end of unit quiz • exit slip • entrance slips • skills checklist • teacher observation 	<ul style="list-style-type: none"> • Safety procedures • Proper etiquette • Boundaries/awareness • Responsible behaviors • Overhand Throw • Catching • Striking • Fielding position • Base running • Basic offense • Basic offensive strategy • Basic defense • Basic defensive strategy • Modified game play 	
---------------------------	---	-------------	--	--	---	--

Grading in Physical Education

This curriculum has been designed so that several variables can be incorporated into composing student grades. A student's grade should reflect mastery of standards listed in the Course Description based on a variety of assessments.

- Cognitive Assessments (written exams, journals, fitness plans, exit slips, etc.)
- Performance Task (skills assessment, choreography, demonstration of strategy within modified game play, etc.)
- Engagement in daily moderate/vigorous physical activity during class

“Dressing out” should be reflected in standards that address responsible personal and social behaviors. It is the responsibility of each school's Physical Education department to devise a unified grading scheme based on these suggestions.

Points of Interest

- **Sample Daily Class Schedule**
 - 5 minutes- student created warm-up/attendance
 - 5 minutes- discussion of essential question, standards, and objectives.
 - 10-15 minutes skill practice and activities
 - 10 minutes- modified game play focusing on skill development
 - 5 minutes- review and assess understanding dismiss
- **Unit Design**
 - Pre-assess student knowledge and skill ability for each sport/skill
 - Differentiate instruction based on assessed ability level of students but maintain the focus on standards mastery and skill advancement.
 - Assess at the end of the unit--cognitive and/or performance.
 - The scope and sequence for this course is organized by DAYS spent on each unit. If a teacher is unable to hold class (example rain, mower, pictures, etc.) additional days should be added on to make sure there is ample time to complete the unit accordingly
- **Skill-based instruction and modified game play**
 - This course is designed to insure all students learn and experience BASIC skills and rules in a variety of modified sports. Tournament play is not designed to meet the standards of this course and should not be the primary focus of the units.
- **ALL students should be engaged in the activities of the class for the day. Activities are provided to assist teachers in accomplishing this if they are physically unable to participate in class.**
- [Dodgeball and other activities that include an element of having students or teachers as target are not permitted.](#)

