

6th-8th Physical Education

Unit Title: Team Activities - 30-35 day Unit

Stage 1: Desired Results

Standards & Indicators:

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
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| 9.1.8.CR.2 | Compare various ways to give back through strengths, passions, goals, and other personal factors. | Individuals can use their talents, resources, and abilities to give back. |
| <u>Central Idea/Enduring Understanding:</u> Developing an understanding of the history and rules of team sports allows individuals to participate and develop cooperative behaviors that translate beyond the playing field. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. | | <u>Essential/Guiding Question:</u> Soccer <ul style="list-style-type: none"> • What are the “3’s” of passing? • How do you trap a pass? • What parts of the foot do you use for different skills (shooting Passing Dribbling, Trapping) • What are considered fouls in soccer? • What is the regulation field of measurement? Floor Hockey <ul style="list-style-type: none"> • How many players are on the court at a time? |

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| <p>Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).</p> <p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p> <p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p> | <ul style="list-style-type: none">• How should you hold the hockey stick?• What is the best way to play defense?• What side of the stick can you use ? <p>Flag Football</p> <ul style="list-style-type: none">• What is the proper technique for completing a pass?• Why should you use the laces to throw the football?• What is the difference between “diamond high” and “pinky low”?• Explain what the term “Flag” means in football.• How many points is a touchdown worth?• How many points is a field goal worth. <p>Volleyball</p> <ul style="list-style-type: none">• What is the proper way to set a volleyball?• What is the proper way to bump a volleyball?• How do you score in volleyball?• What is the “z” rotation?• What is the V and W formation• Why is communication important during a match?• Is Volleyball rally scoring? <p>Softball</p> <ul style="list-style-type: none">• How should you grip the bat?• How should you ground a ball?• Why is it important to catch the ball with a glove?• How is the ball pitched?• How many positions are there in Softball? <p>Basketball</p> <ul style="list-style-type: none">• What is a Double Dribble?• What are the different types of shots?• Why is it important to keep your eyes up while dribbling?• Why is it important to learn how to dribble with both hands?• What are the three passes in basketball?• Ultimate Games• How are ultimate games different from regular games?• Why is communication and collaboration important during these games? |
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| | <p>Lacrosse</p> <ul style="list-style-type: none"> • How do you score? • How many points is a goal? • Why is communication important? • How should you grip the stick? • What does the throwing motion look like? |
| <p><u>Content:</u></p> <p>Soccer Floor Hockey Flag Football Volleyball Softball Basketball Ultimate Games Lacrosse</p> | <p><u>Skills(Objectives):</u></p> <p>Recall the rules for the activities. Practice their skills during the activities.</p> <p>Demonstrate proper offensive and defensive skills during the activities.</p> <p>Use sportsmanship during the activities.</p> <p>Compare and contrast equipment between the different activities.</p> |
| <p><u>Interdisciplinary Connections:</u></p> <p>Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.</p> | |

Stage 2: Assessment Evidence

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| <p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Formative assessments <ul style="list-style-type: none"> ○ Observation ○ Self-assessment ○ Self-reflection • Summative assessments <ul style="list-style-type: none"> ○ Performance assessment ○ Quizzes/Tests | <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Performance verbal and visual feedback |
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Stage 3: Learning Plan

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| <p><u>Learning Opportunities/Strategies:</u></p> <p>Soccer:</p> <ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> ○ Dribbling/ trapping ○ Passing/ kicking ○ Throw-in ○ Shooting • Basic rules/ safety | <p><u>Resources:</u></p> <p>Soccer Activities:</p> <ul style="list-style-type: none"> • 4-way soccer • Triangles • Passing Drills • Monkey in the Middle • World Cup • Popcorn Throw-ins |
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| <ul style="list-style-type: none"> ● Positions/field lay-out ● Soccer terminology ● Strategy <ul style="list-style-type: none"> ○ Offensive ○ Defensive <p>Floor Hockey:</p> <ul style="list-style-type: none"> ● Skills <ul style="list-style-type: none"> ○ Gripping the stick ○ Passing ○ Shooting ○ Trapping ○ Puck Control ● Basic rules/safety ● Positions/ court lay-out ● Hockey terminology ● Strategy <ul style="list-style-type: none"> ○ Offensive ○ Defensive <p>Flag Football:</p> <ul style="list-style-type: none"> ● Skills <ul style="list-style-type: none"> ○ Catching ○ Passing ○ Punting ● Basic rules/ safety ● Positions/ field layout ● Strategy <ul style="list-style-type: none"> ○ Route running ○ Pass timing ○ Defensive coverage ○ Blocking techniques ○ Assignments <p>Volleyball:</p> <ul style="list-style-type: none"> ● Skills <ul style="list-style-type: none"> ○ Bumping ○ Setting ○ Serving <ul style="list-style-type: none"> ■ Underhand ■ Overhand ○ Spiking | <ul style="list-style-type: none"> ● 3 on 3 ● Steal the Bacon ● Soccer Game ● Equipment: <ul style="list-style-type: none"> ○ Soccer ball ○ Cones ○ Pinnies ○ Hula hoops ○ Goals <p>Floor Hockey</p> <ul style="list-style-type: none"> ● Deck Ring Hockey ● Keep Away ● Pass-Pass-Shoot ● 2 on 1 ● Hockey Game ● Sideline Hockey ● Round Robin Tournament ● Equipment: <ul style="list-style-type: none"> ○ Deck rings ○ Hockey sticks ○ Deck ring sticks ○ Goals ○ Pinnies ○ Boarders <p>Flag Football</p> <ul style="list-style-type: none"> ● QB Rescue ● 21 ● Capture the Flag ● Touch-Hand Touch ● Flag Football Game ● Run the Route ● Skills Contest <ul style="list-style-type: none"> ○ Passing for distance and accuracy ○ Kicking for distance and accuracy ○ Consecutive catches |
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- Basic rules/ safety
- Formation/ rotation
- Strategy
 - Offensive
 - Defensive

Softball:

- Skills
 - Bunting
 - Hitting
 - Throwing
 - Catching
- Basic rules/ safety
- Positions/ field layout
- Strategy
 - Offensive
 - Defensive

Basketball:

- Skills
 - Passing
 - Chest pass
 - Overhead pass
 - Bounce pass
 - Dribbling
 - Shooting
 - Lay-up
 - Foul shot
 - Jump shot
 - Pivoting
 - Triple Threat
- Basic rules/ safety
- Positions/ court layout
- Strategy
 - Offensive
 - Defensive

Ultimate Games:

- Skills
 - Passing
 - Catching
 - Throwing

- Equipment:
 - Footballs
 - Flags
 - Cones

Volleyball

- Skill Practice
- Nuke 'Em
- 4-way Volleyball
- Eliminator
- Mini Games
- Partner Rescue
- Round Robin Tournament
- Equipment:
 - Volleyballs
 - Volleyball nets
 - Scoreboards

Softball

- Run the Bases
- Softball Game
- Tee-Ball
- Two-runner Softball
- Equipment:
 - Bases
 - Softballs
 - Bats
 - Gloves

Basketball

- Dog Fight
- Around the World
- Dribble Tag
- Speed Shooting
- Ultimate Basketball
- Sideline Basketball

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- Basic rules/ safety
- Positions/ court and field layout
- Strategy
 - Offensive
 - Defensive

Lacrosse:

- Skills
 - Cradling
 - Shooting
 - Ground ball pick-up
 - Passing
 - Catching
 - Gripping the stick
- Basic rules/ safety
- Positions/ field layout
- Strategy
 - Offensive
 - Defensive

- 5 on5
- 3 on 3
- HORSE
- Down the Line

- Equipment:
 - Basketballs
 - Pinnies
 - Hoops
 - Cones
 - Poly spots

Ultimate Games

- Ultimate Football
- Ultimate Frisbee
- Ultimate Basketball

- Equipment:
 - Basketball
 - Frisbee
 - Football
 - Cones
 - Hoops
 - Pinnies

Lacrosse

- Steal the Bacon
- Keep Away
- Pass it Up
- Ultimate Lacrosse
- 4 on 4
- Numbers
- Lacrosse Game

- Equipment:
 - Lacrosse sticks
 - Balls
 - Cones
 - Goals

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| | <ul style="list-style-type: none"> ○ Pinnies <p>Guy Bailey (2004) <i>The Physical Educator's Big Book of Sport Lead-Up Games: A complete K-8 sourcebook of team and lifetime sport activities for skill development, fitness and fun!</i></p> <p>Isobel Kleinman (2009) <i>Complete Physical Education Plans for Grades 5 to 12-2nd Ed.</i></p> <p>Jerre McManama (2013) <i>Physical Education Activity Handbook (13th Edition)</i></p> <p>Joanne M. Landy and Maxwell J. Landy (1993) <i>Ready-To-Use P.E. Activities for Grades 7-9 (Complete Physical Education Activities Program) (bk. 4)</i></p> <p>Kimberly Wechsler and Michael Sleva (2013) <i>303 Kid-Approved Exercises and Active Games (SmartFun Activity Books)</i></p> <p>Dorothy Zakrajsek (2003) <i>Quality Lesson Plans for Secondary Physical Education - 2nd Ed</i></p> <p>*LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p> |
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
|---|---|--|---|
| <p>Offer opportunities for students to model, coach peers.</p> <p>Lead group warm-ups.</p> <p>Organize teams and games.</p> | <p>Once skill is demonstrated, offer OGL students the chance to give feedback and pointers to struggling and special needs/ELL peers.</p> | <p>Offer opportunities for struggling students to work with HA/OGL peers to reinforce skills and concepts.</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small</p> |

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| <p>Allow opportunities to alter game rules.</p> | | | <p>group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries <p>Provide consistent scaffolding and skill modifications based on IEP.</p> <p>Use peer mentors to demonstrate skills and concepts one-on-one.</p> <p>Modify equipment or range to allow the students to feel safe and provide higher chance of achievement.</p> <p>Reinforce specific terms associated with content with definition cards; teacher can use ELL terms specific to ELL population and integrate into lessons by accessing Google Translate https://translate.google.com/</p> <p>Modify handouts and powerpoints to ensure visual clarity.</p> <p>Modify and individualize formative assessment strategies to ensure students have time to process and give feedback.</p> <p>Use of individual modifications and adaptations according to IEP/504</p> <p>If using instructional videos, try to use close captioned whenever possible.</p> |
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6th-8th Physical Education

Unit Title: Cooperative Activities - 30-35 day Unit

Stage 1: Desired Results

Standards & Indicators:

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|---|---|--|
| 9.1.8.CR.2 | Compare various ways to give back through strengths, passions, goals, and other personal factors. | Individuals can use their talents, resources, and abilities to give back. |
| <u>Central Idea/Enduring Understanding:</u> Individual role in games develops sportsmanship, trust, and effective | | <u>Essential/Guiding Question:</u> Why is communication important during the activity? |

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| <p>communication skills that can be used in personal and professional settings.</p> <p>Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).</p> <p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p> <p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p> <p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> | <p>Why is trust important during the activity?</p> <p>Why is collaboration important?</p> <p>How does the activity relate to life?</p> <p>Why should you use sportsmanship during the activity?</p> |
| <p><u>Content:</u></p> <ul style="list-style-type: none"> ● Adventure Education ● Green and White Games | <p><u>Skills(Objectives):</u></p> <p>Use sportsmanship during activities to help encourage their teammates and the other team.</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.</p> <p>Use collaboration and teamwork to achieve the objectives.</p> |
| <p><u>Interdisciplinary Connections:</u></p> <p>Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.</p> | |
| <p>Stage 2: Assessment Evidence</p> | |
| <p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Formative assessments <ul style="list-style-type: none"> ○ Observation | <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Performance verbal and visual feedback |

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| <ul style="list-style-type: none"> ○ Self-assessment ○ Self-reflection ● Summative assessments <ul style="list-style-type: none"> ○ Performance assessment ○ Quizzes/Tests | |
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| Stage 3: Learning Plan | |
| <p><u>Learning Opportunities/Strategies:</u></p> <p>Adventure Education</p> <ul style="list-style-type: none"> ● Poison Peanut Butter ● Caterpillar Relay ● Human Knot ● Spider Web ● Object Toss ● Gilligan's Island ● All Aboard ● Odds and Evens ● Circle the Circle ● Team Juggling ● Battleship ● Team Rock, Paper, Scissors ● Animal Sounds ● Dr. Dodge ● Space Chase <p>Green and White Games</p> <ul style="list-style-type: none"> ● Tug of War ● Bat Spin Relay ● Locomotion ● Caterpillar ● Squirmish | <p><u>Resources:</u></p> <p>Equipment:</p> <ul style="list-style-type: none"> ● Adventure Education ● Dice ● Nerf Balls ● Hula Hoops ● Scarfs ● Big ball ● Hockey nets <p>Green and White Games</p> <ul style="list-style-type: none"> ● Rope ● Hula Hoops ● Bats and helmets <p>Guy Bailey (2004) <i>The Physical Educator's Big Book of Sport Lead-Up Games: A complete K-8 sourcebook of team and lifetime sport activities for skill development, fitness and fun!</i></p> <p>Isobel Kleinman (2009) <i>Complete Physical Education Plans for Grades 5 to 12-2nd Ed.</i></p> <p>Jerre McManama (2013) <i>Physical Education Activity Handbook (13th Edition)</i></p> <p>Joanne M. Landy and Maxwell J. Landy (1993) <i>Ready-To-Use P.E. Activities for Grades 7-9 (Complete Physical Education Activities Program) (bk. 4)</i></p> <p>Kimberly Wechsler and Michael Sleva (2013) <i>303 Kid-Approved Exercises and Active Games (SmartFun Activity Books)</i></p> <p>Dorothy Zakrajsek (2003) <i>Quality Lesson Plans for Secondary Physical Education - 2nd Ed</i></p> |

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| | | LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/ | |
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| <u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| Offer opportunities for students to model, coach peers. Lead group warm-ups. Organize teams and games. Allow opportunities to alter game rules. | Once skill is demonstrated, offer OGL students the chance to give feedback and pointers to struggling and special needs/ELL peers. | Offer opportunities for struggling students to work with HA/OGL peers to reinforce skills and concepts. | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Provide consistent scaffolding and skill modifications based on IEP. Use peer mentors to demonstrate skills and concepts one-on-one. Modify equipment or range to allow the students to feel safe and provide higher chance of achievement. Reinforce specific terms associated with content with definition cards; teacher can use ELL terms specific |

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| | | | <p>to ELL population and integrate into lessons by accessing Google Translate https://translate.google.com/</p> <p>Modify handouts and powerpoints to ensure visual clarity.</p> <p>Modify and individualize formative assessment strategies to ensure students have time to process and give feedback.</p> <p>Use of individual modifications and adaptations according to IEP/504</p> <p>If using instructional videos, try to use close captioned whenever possible.</p> |
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Unit Title: Fitness & Wellness Activities - 30-35 Day Unit

Stage 1: Desired Results

Standards & Indicators:

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).

2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

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| Career Readiness, Life Literacies and Key Skills | | |
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| Standard | Performance Expectations | Core Ideas |
| 9.1.8.CR.2 | Compare various ways to give back through strengths, passions, goals, and other personal factors. | Individuals can use their talents, resources, and abilities to give back. |
| Central Idea/Enduring Understanding: <p>Maintaining a lifetime fitness plan leads to a healthier and more productive adult workforce.</p> <p>Establishing a wellness regimen allows an individual to develop a healthy social and emotional management plan.</p> <p>A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p> <p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>Community resources can provide participation in physical activity for self and family members.</p> | | Essential/Guiding Question: <p>What is the F.I.T.T. Principle?</p> <p>Why is it important to be physically active?</p> <p>How many minutes per day should teens be physically active?</p> <p>How does body composition change over time when somebody is physically active?</p> <p>What are some short- and long-term physical, social, and emotional benefits of regular physical activity?</p> <p>What is the difference between skill-related fitness and health-related fitness?</p> <p>How can you improve your muscular strength and endurance?</p> <p>How can you improve your agility?</p> <p>How can you improve your speed?</p> |
| Content: <ul style="list-style-type: none"> Cardiovascular Games Fitness Activities Presidential Physical Fitness Testing | | Skills(Objectives): <p>Locate pulse on the wrist and neck.</p> <p>Practice tracking resting heart rate.</p> <p>Compare and contrast skill-related fitness and health-related fitness.</p> <p>List short-and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>Memorize skill-related fitness terms and exercises.</p> <p>How does exercise improve bone density, muscle growth, and your cardiovascular system?</p> |

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Interdisciplinary Connections:

Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative assessments
 - Observation
 - Self-assessment
 - Self-reflection
- Summative assessments
 - Performance assessment
 - Quizzes/Tests

Other Evidence:

- Performance verbal and visual feedback

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Cardiovascular Games

- Capture the Flag
- Tag Games
 - Fitness Tag
 - Island Tag
 - Everyone is It Tag
 - Medical Tag
 - Triangle Tag
 - Hop Tag
 - Cow Tip Tag
 - Close Pin Tag
 - Blob Tag
 - Turn Tag
- Fitness Activities
 - Fitness Pin-Guard
 - Crab Soccer
 - Grab and Go
 - Scooter Relay
 - Zumba
 - Circuits
 - Matball
 - Spelling Bee
 - Speedball

Resources:

Equipment:

- Cardiovascular Games
 - Flags
 - Hula hoops
 - Flag belts
- Fitness Activities
 - Mats
 - Balls
 - Scooters
 - Cones
 - Pins
- Presidential Physical Fitness Testing
 - Beanbags
 - Stop watches
 - Mats
 - Broad jump mat
 - Floor tape
 - Pull-up bar
 - Sit and Reach boards

Guy Bailey (2004) *The Physical Educator's Big Book of Sport Lead-Up Games: A complete K-8 sourcebook of team and lifetime sport activities for skill development, fitness and fun!*

Isobel Kleinman (2009) *Complete Physical Education Plans for Grades 5 to 12-2nd Ed.*

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| <ul style="list-style-type: none"> ○ Goalball ● Presidential Physical Fitness Testing <ul style="list-style-type: none"> ○ Sit and Reach ○ Mile Run ○ Curl Ups ○ Pull Ups ○ Standing Broad Jump ○ Shuttle Run ○ Push Ups | <p>Jerre McManama (2013) <i>Physical Education Activity Handbook (13th Edition)</i></p> <p>Joanne M. Landy and Maxwell J. Landy (1993) <i>Ready-To-Use P.E. Activities for Grades 7-9 (Complete Physical Education Activities Program) (bk. 4)</i></p> <p>Kimberly Wechsler and Michael Sleva (2013) <i>303 Kid-Approved Exercises and Active Games (SmartFun Activity Books)</i></p> <p>Dorothy Zakrajsek (2003) <i>Quality Lesson Plans for Secondary Physical Education - 2nd Ed</i></p> <p>LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p> |
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
|---|---|--|---|
| <p>Offer opportunities for students to model, coach peers.</p> <p>Lead group warm-ups.</p> <p>Organize teams and games.</p> <p>Allow opportunities to alter game rules.</p> | <p>Once skill is demonstrated, offer OGL students the chance to give feedback and pointers to struggling and special needs/ELL peers.</p> | <p>Offer opportunities for struggling students to work with HA/OGL peers to reinforce skills and concepts.</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p> |

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| | | <p>Provide consistent scaffolding and skill modifications based on IEP. Use peer mentors to demonstrate skills and concepts one-on-one.</p> <p>Modify equipment or range to allow the students to feel safe and provide higher chance of achievement.</p> <p>Reinforce specific terms associated with content with definition cards; teacher can use ELL terms specific to ELL population and integrate into lessons by accessing Google Translate https://translate.google.com/</p> <p>Modify handouts and powerpoints to ensure visual clarity.</p> <p>Modify and individualize formative assessment strategies to ensure students have time to process and give feedback.</p> <p>Use of individual modifications and adaptations according to IEP/504</p> <p>If using instructional videos, try to use close captioned whenever possible.</p> |
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Unit Title: Individual Activities - 30-35 Day Unit

Stage 1: Desired Results

Standards & Indicators:

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.

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| Career Readiness, Life Literacies and Key Skills | | |
|--|---|---|
| Standard | Performance Expectations | Core Ideas |
| 9.1.8.CR.2 | Compare various ways to give back through strengths, passions, goals, and other personal factors. | Individuals can use their talents, resources, and abilities to give back. |
| <p>Central Idea/Enduring Understanding: Developing foundational knowledge of physical fitness, skill development of eye-hand coordination, and basic kinesiology allows individuals to become proactive in wellness planning.</p> <p>Awareness of self-correction and reflective practices allows individuals to obtain feedback from medical and therapeutic personnel for lifetime health and wellness management.</p> <p>Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).</p> <p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p> <p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p> <p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness</p> | | <p>Essential/Guiding Question: How can you generate more power and force?</p> <p>What are some mental strategies to improve your overall performance?</p> <p>Why is eye-hand coordination important for these activities? How can you improve your eye-hand coordination?</p> <p>How can you use external feedback to detect and correct errors in your movement performance?</p> |
| <p>Content:</p> <ul style="list-style-type: none"> ● Backyard Games ● Individual Sports | | <p>Skills(Objectives): Use external feedback to improve performance and skills.</p> <p>Demonstrate proper footwork to improve speed, power, and agility.</p> <p>Apply skill-related skills to improve overall performance.</p> |

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Interdisciplinary Connections:

Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative assessments
 - Observation
 - Self-assessment
 - Self-reflection
- Summative assessments
 - Performance assessment
 - Quizzes/Tests

Other Evidence:

- Performance verbal and visual feedback

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Backyard Games

- Cornhole
- Washers
- Horseshoes
- Frolf

Individual Sports

- Four square
- Tennis
- Pickleball
- Badminton
- Track and Field

Resources:

Equipment:

- Backyard Games
 - Washers and boards
 - Recess balls
 - Horseshoes and poles
 - Frisbees
- Individual Sports
 - Nets
 - Rackets
 - Paddles
 - Birdies
 - Wiffle balls
 - Batons
 - Shot puts
 - Hula hoops
 - Tennis balls

Guy Bailey (2004) *The Physical Educator's Big Book of Sport Lead-Up Games: A complete K-8 sourcebook of team and lifetime sport activities for skill development, fitness and fun!*

Isobel Kleinman (2009) *Complete Physical Education Plans for Grades 5 to 12-2nd Ed.*

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| | <p>Jerre McManama (2013) <i>Physical Education Activity Handbook (13th Edition)</i></p> <p>Joanne M. Landy and Maxwell J. Landy (1993) <i>Ready-To-Use P.E. Activities for Grades 7-9 (Complete Physical Education Activities Program) (bk. 4)</i></p> <p>Kimberly Wechsler and Michael Sleva (2013) <i>303 Kid-Approved Exercises and Active Games (SmartFun Activity Books)</i></p> <p>Dorothy Zakrajsek (2003) <i>Quality Lesson Plans for Secondary Physical Education - 2nd Ed</i></p> <p>LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p> |
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
|---|---|--|---|
| <p>Offer opportunities for students to model, coach peers.</p> <p>Lead group warm-ups.</p> <p>Organize teams and games.</p> <p>Allow opportunities to alter game rules.</p> | <p>Once skill is demonstrated, offer OGL students the chance to give feedback and pointers to struggling and special needs/ELL peers.</p> | <p>Offer opportunities for struggling students to work with HA/OGL peers to reinforce skills and concepts.</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p> <p>Provide consistent scaffolding and</p> |

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| | | |
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| | | <p>skill modifications based on IEP. Use peer mentors to demonstrate skills and concepts one-on-one.</p> <p>Modify equipment or range to allow the students to feel safe and provide higher chance of achievement.</p> <p>Reinforce specific terms associated with content with definition cards; teacher can use ELL terms specific to ELL population and integrate into lessons by accessing Google Translate https://translate.google.com/</p> <p>Modify handouts and powerpoints to ensure visual clarity.</p> <p>Modify and individualize formative assessment strategies to ensure students have time to process and give feedback.</p> <p>Use of individual modifications and adaptations according to IEP/504</p> <p>If using instructional videos, try to use close captioned whenever possible.</p> |
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Pacing Guide

| Course Name | Resource | Standards |
|---|---|--|
| MP 1 | | |
| UNIT 1 Team Activities 30-35 Days | Unit Online Assessment: Edpuzzle/Google Classroom/Class Dojo | 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 |
| MP 2 | | |
| UNIT 2 Cooperative Activities 30-35 days | Unit Online Assessment: Edpuzzle/Google Classroom/Class Dojo | 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.LF.1 2.2.8.LF.3 2.2.8.LF.4 |
| MP 3 | | |
| UNIT 3 Fitness & Wellness Activities 30-35 Days | Unit Online Assessment: | 2.2.8.PF.1 2.2.8.PF.2 2.2.8.PF.3 2.2.8.PF.4 2.2.8.PF.5 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7 |

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| MP 4 | | |
|---|-------------------------|---|
| UNIT 4 Individual Activities 30-35 Days | Unit Online Assessment: | 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 |