In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- 80% of our students will graduate from high school college or career ready
- 90% of students will graduate on time
- 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the HPELW Education Curriculum Maps
The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

**Course Description** - This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

**State Standards**: Students will be introduced to the following areas: movement, movement concepts, physical activity, fitness and personal/social responsibilities.

**Essential Learnings**: This section focuses on student outcomes and expectations.

**Effective Components of HPELW**: This section provides State and Local laws,

**Assessments**: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

**Physical Education Vocabulary Terms**: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom.

**Essential Guiding Questions**: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

**Tennessee-Shelby County Content Standards per grade band**.

**HPELW Quarterly Pacing Guides**: SPIs, suggested timelines content skill, topic and task.

**Sample Games and Activities with Literacy connections**

**Resources And Interdisciplinary Connections**: In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District' goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

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**National Standards for K-12 Physical Education**
The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a *physically literate individual*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.


**Diamond Conceptual Framework: A K-12 Road Map for Physical Education**
The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn’t want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.
The objective of the plan is to provide direction to ensure cohesion and full implementation of the Tennessee State Physical Education Standards across the district. Standards 1 and 2 are skill and activity specific and are divided into units within this plan. Standards 3-6 cover a variety of topics for both inside and outside physical education/activity. These standards include fitness, safety/procedures, as well as social/emotional wellness and should be implemented daily throughout the course of the year.

Standard 1: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
  • These SPI’s focus on motor skill and movement competency. The teacher should support, aid in mature skill development and encourage this with students throughout the year.

Standard 2: A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
  • These SPI’s focus on movement concepts and principles. The teacher should aid in understanding principles and strategies support and encourage this with students throughout the year.

Standard 3: A physically educated person participates regularly in physical activity.
  • These SPI's focus on activity outside of physical education. The teacher should support and encourage this with students throughout the year.

Standard 4: A physically educated person achieves and maintains a health enhancing level of physical fitness.
  • Fitness SPI’s should be incorporated into each lesson. This can be accomplished through a warm-up activity or in the overall activity.

Standard 5 – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity.
  • These SPI’s focus on thoughts, feelings and behaviors in physical education and should be implemented and reinforced throughout the year.

Standard 6 – A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
  • These SPI’s focus on enjoyment and personal value of physical education and should be implemented and reinforced throughout the year.

When implementing this curriculum map, each physical educator should strive to:
  • Be actively engaged in the instructional process whether in the role of lead or assisting teacher.
  • Use a variety of assessment techniques when determining mastery of the SPI’s/Outcomes. This can be accomplished using a combination of formal, informal, peer, and/or self--assessment, video performances, skill rubrics or cognitive assessment measures.
  • Use best practices when introducing a new skill which include demonstrating the skill, identifying the critical elements/common mistakes, and then allowing for student practice in static situations. This process should be accompanied by timely and specific corrective feedback.
  • Use appropriate culminating activities to allow the students to combine multiple skills in game--like situations. This should allow the students to take their skill development to a higher level by allowing them to apply the skills in dynamic situations.
  • Use appropriate classroom management techniques in order to maximize "tasks" and strive to keep the students active (MVPA) for a majority of the lesson. This can be accomplished by minimizing wait--time, planning for smooth/efficient transitions, and creative use of equipment.
• Engage in reflective analysis of instruction and frequently collaborate with others.

What Does The HPELW Curriculum Map Contain?

1. A Description of Each Unit of Instruction:

<table>
<thead>
<tr>
<th>Title of the Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6th-8th SPI's</strong></td>
</tr>
<tr>
<td>These are the 6-8 and Student Performance Indicators from the TN State PE Standards.</td>
</tr>
<tr>
<td><strong>6th Grade: Outcomes</strong></td>
</tr>
<tr>
<td>These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes &amp; Tennessee State Physical Education Standards (2015).</td>
</tr>
</tbody>
</table>

**Curriculum Connections:** Activities literacy and other related connections

**Resource List:** At the conclusion of this document is a Resource List which contains various organizations, websites, and books that can be valuable assets to a physical educator and physical education program.

**Note:** Due to the unique challenges that face middle school Physical Education teachers (multi-grade classes, variable access to equipment and facilities, class volume and school dynamics), this guide provides a set curriculum framework, yet is flexible enough to adjust to specific activities and exercises at the discretion of the teacher. The main goal of this guide is to provide a professional resource that will allow teachers to validate their methods and techniques while teaching to the Tennessee State Standards of which our curriculum is founded. Additionally, the guide unifies the district to a common end result while still allowing individual teachers to utilize their strengths, resources, and facilities as they see fit.
## Unit Objectives/Essentials Understanding:
- Identifies physical fitness concepts and the benefits of a healthy, active lifestyle.
- Participates in activities involving the four components of physical fitness and is aware of physiological changes in one’s body as a result of physical activity.
- Use technology to assess, enhance, and maintain motor skill performance.
- Use proper safety practices.
- Engage in sustained physical activity that causes an increased heart rate.
- Identify why stretching is important before and after physical activity.
- Enjoy achievement of health enhancing levels of fitness.
- Cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity.

### Guiding Questions:
- What types of exercises improve muscular endurance?
- What is a fitness assessment?
- What is MVPA?
- What are the benefits of using technology to assist in assessing student performance? (EX: Fitnessgram cadences)
- What is the formula to compute your Target Heart Rate using the Karvonen formula?
- What are the safety procedures one should take before engaging in physical activity?

### Discussion:
Components of Fitness; Factors affecting health and fitness: Relationships between healthy lifestyle choice, feeling good, and quality of life; Benefits from participation; Variety of physical activities; Components of body composition; Height and weight influences on physical performance; Health-related and skill-related physical fitness; Aerobic and anaerobic physical activity; Personal fitness plan; Components of An Effective Fitness Program; Three components and appropriate exercises; Importance of proper warm-up; Workouts focusing on the basic exercise principles, the FITT formula, and target heart rate; Importance of proper cool-down; Safety; Common injuries, prevention strategies, and first aid techniques; Proper dress; Equipment use and etiquette; Fitness products; Responsible behaviors during physical activities.

## Purpose of Activity:
- Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by creating, implementing, and assessing a personal fitness program in collaboration with a teacher.
- Recognize the potential benefits of participation in a variety of physical activities.

## Connections:
- **Science**: energy, fitness, action, reaction, gravity, laws of motion, resistance
- **Health**: fitness, energy, wellness, health, stress, weight management, cardiorespiratory system, heart rate, muscles, bones, aerobic, anaerobic, consumers
- **Math**: Time, Frequency, Addition, Subtraction, Multiplication

## Technology:
- Fitnessgram CD, Heart-rate monitors, Pedometers, Wii Fit, Xbox, Playstation, P90x, Taebo

## Academic Vocabulary:
- Data, evaluate, fitness, cardiorespiratory, muscular strength, muscular endurance, body composition, flexibility, accuracy, MVPA, aerobic capacity, PACER, curl-up, hydration, endurance, benefits, etiquette, exercise, overload, progression, specificity, aerobic, anaerobic, calories, expenditure, nutrition, intensity, monitor, cardiovascular, body composition, power, speed, balance, coordination, and agility

## Unit Assessment:
- Fitness Logs; Journals; Physical Bests; Fitnessgram Assessment; Teacher Observation; Peer Assessment; Teacher Checklist/Rubric

## Notes:
Fitness pre and post assessment should be performed in your classes. There are many additional modalities and activities that may be used at your discretion. PE Central, SPARK, and other resources have several lessons that emphasize aerobic capacity, muscular strength, muscular endurance, and flexibility.
### Fitness & Conditioning

<table>
<thead>
<tr>
<th>6th-8th SPI’s</th>
<th>Suggested Activities</th>
<th>Resources/Connections/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 participate in moderate to vigorous physical activity in a variety of settings</td>
<td>• Complete personal fitness assessment and fitness plan.</td>
<td>Equipment for fitness assessment</td>
</tr>
<tr>
<td>4.2.2 incorporate the F.I.T.T. principle into physical activity</td>
<td>• Develop and implement personal fitness plan.</td>
<td>Science: energy, fitness, action, reaction, gravity, laws of motion, resistance</td>
</tr>
<tr>
<td>4.2.3 maintain a personal fitness log</td>
<td>• Calculate resting heart rate, target heart rate, and recovery heart rate</td>
<td>Health: fitness, energy, wellness, health, stress, weight management, cardiorespiratory system, heart rate, muscles, bones, aerobic, anaerobic, consumers</td>
</tr>
<tr>
<td>4.2.4 engage in and discuss the techniques of proper warm-up, conditioning and cool-down in physical activity</td>
<td>• Interpret resting, target, and recovery heart rates</td>
<td>Math: Time, Frequency, Addition, Subtraction, Multiplication On-line:</td>
</tr>
</tbody>
</table>
| 4.2.5 work in target heart rate (THR) zone for a sustained period of time | • Demonstrate proper warm-up, conditioning and cooling down techniques | **must create a free Go Noodle account to access**
| 4.2.6 incorporate the components of fitness into a personal fitness plan | • Participate in moderate to vigorous activity for a sustained period of time while maintaining a target heart rate | http://www.sparkpe.org/wp-content/uploads/2011/05/02FitnessDaytona2000.pdf
https://www.gonoodle.com/channels/fresh-start-fitness
http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=9228#.Vje5gNKrQdU
http://www.polar.com/us-en/b2b_products/physical_education/heart_rate_monitoring
| 4.2.7 satisfy the minimum requirements for each component of a formal fitness test | • Participate in a personal fitness plan to enhance physical fitness (e.g. fitness logs, online journals) | **must create a free Go Noodle account to access**
https://www.gonoodle.com/channels/fresh-start-fitness
http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=9228#.Vje5gNKrQdU
http://www.polar.com/us-en/b2b_products/physical_education/heart_rate_monitoring

### 6th Grade Outcomes:
- Describes how being physically active leads to a healthy body.
- Identifies the components of skill-related fitness.
- Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular).

### 7th Grade Outcomes:
- Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.
- Distinguishes between health-related and skill-related fitness.
- Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles can be applied.

### 8th Grade Outcomes:
- Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.
- Compares and contrasts health-related fitness components.
- Uses the overload principle (FITT formula) in preparing a personal fitness plan.
### FITNESS & CONDITIONING

**fit**ness and flexibility).
- Describes the role of warm-ups and cool-downs before and after physical activity.
- Designs and implements a program of remediation on for any areas of weakness based on the results of health-related fitness assessment.
- Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log.

affect fitness.
- Designs a warm-up/cool-down regimen for a self-selected physical activity.
- Designs and implements a program of remediation on for 2 areas of weakness based on the results of health-related fitness assessment.
- Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log.

personal workout.
- Designs and implements a warm-up/cool-down regimen for a self-selected physical activity.
- Designs and implements a program of remediation on for 3 areas of weakness based on the results of health-related fitness assessment.
- Designs and implements a program to improve levels of health-related fitness and nutrition as documented in the log.

### Progress Indicators

<table>
<thead>
<tr>
<th>Student Progress Indicators</th>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 participate in moderate to vigorous physical activity in a variety of settings</td>
<td><strong>Concepts</strong>&lt;br&gt;What students will know</td>
<td><strong>Activities/Strategies</strong></td>
</tr>
<tr>
<td>4.2.2 incorporate the F.I.T.T. principle into physical activity</td>
<td>Physical Fitness</td>
<td><strong>Assessments/Checks</strong>&lt;br&gt;• Personal Fitness Records</td>
</tr>
<tr>
<td>4.2.3 maintain a personal fitness log</td>
<td>Components of An Effective Fitness Program</td>
<td>Physical and Food Log/Journal</td>
</tr>
<tr>
<td>4.2.4 model the correct techniques for proper warm-up, conditioning and cool-down activities</td>
<td>Safety Precautions</td>
<td>Teacher Observation</td>
</tr>
<tr>
<td>4.2.5 work in target heart rate zone for a sustained period of time</td>
<td>Personal Fitness Plans</td>
<td>Teacher Checklist/Rubric</td>
</tr>
<tr>
<td>4.2.6 incorporate the components of fitness into a personal fitness plan</td>
<td><strong>Skill</strong>&lt;br&gt;What students will do</td>
<td>Peer Assessment</td>
</tr>
<tr>
<td>4.2.7 satisfy the minimum requirements for each component of a formal fitness test</td>
<td>Demonstrate warm-up, conditioning routine, and cool-down.</td>
<td>• Personal Fitness Records</td>
</tr>
<tr>
<td>4.3.1 interpret the results of information generated by formal measures of physical fitness</td>
<td>Perform personal fitness assessment.</td>
<td>Physical and Food Log/Journal</td>
</tr>
<tr>
<td>5.1.3 make responsible decisions when applying rules, procedures, and etiquette</td>
<td>Continue to develop movements designed to improve fitness.</td>
<td>Teacher Observation</td>
</tr>
<tr>
<td>4.2.8 analyze target heart rates.</td>
<td>Calculate resting heart rate, target heart rate, and recovery heart rate.</td>
<td>Teacher Checklist/Rubric</td>
</tr>
<tr>
<td>4.2.9 record heart rates in journal/logs.</td>
<td>Analyze target heart rates.</td>
<td>Peer Assessment</td>
</tr>
<tr>
<td>4.2.10 give examples of activities, which will improve each of the health related fitness components.</td>
<td>Record heart rates in journal/logs.</td>
<td>• Dividing class into 5 groups. Each group is assigned a fitness component. Groups must give examples and the benefits of these activities.</td>
</tr>
<tr>
<td>4.2.11 create a fitness/food log and relate it to the concept of food intake and expenditure.</td>
<td>Give examples of activities, which will improve each of the health related fitness components.</td>
<td>• Analyze and interpret heart rates.</td>
</tr>
<tr>
<td>4.2.12 practice safety measures in all areas of fitness.</td>
<td>Create a fitness/food log and relate it to the concept of food intake and expenditure.</td>
<td>• Class discussion explaining each sport and identifying whether aerobic or anaerobic.</td>
</tr>
<tr>
<td>4.2.13 establish a safety board outlining safety rules for each activity with visual and written aids.</td>
<td>Practice safety measures in all areas of fitness.</td>
<td>• Design a personal fitness plan.</td>
</tr>
<tr>
<td>4.2.14 as a class, create a chart of common injuries, prevention strategies, and first aid techniques.</td>
<td>As a class, create a chart of common injuries, prevention strategies, and first aid techniques.</td>
<td>• Establish a safety board outlining safety rules for each activity with visual and written aids.</td>
</tr>
</tbody>
</table>
## INVASION GAMES

### Unit Objectives/Essentials Understanding:
- Demonstrate mature form for all basic manipulative, locomotor, and non-locomotor skills.
- Utilize knowledge, skills, and strategies to participate in a variety of sports and game activities.
- Show increasing competence in more advanced specialized skills.
- Demonstrate competence in modified versions of a variety of movement forms.
- Combine skills competently to participate in modified versions of invasion games.
- Understand and apply offensive, defensive, and transition strategies in various activities.

### Guiding Questions:
- What is an invasion game?
- Why is it an invasion game?
- What are some examples of invasion games?
- As a defense, how does one decide where to force the offense to move with the ball in an invasion game?
- What are the critical components of game strategy?
- What do you do to contribute to the offensive and defensive side during game play?
- How does one demonstrate a game strategy?
- How does inappropriate and unsafe behavior affect a game?
- How do you show integrity during game play?

### Discussion:
Safety; Invasion Games; Strategy;

### Purpose of Activity:
- Knowledge of game strategy often increases personal enjoyment of physical activity.
- Demonstrate basic offensive and defensive skills and strategies in games and sports.
- Identify offensive and defensive skills and strategies in games and sports.

### Connections:
- **Science**: gravity, motion, movement, energy, action, reaction, laws of motion, flight, resistance, aerodynamics
- **Social Studies**: laws, rules, cooperation, conflict, culture, diversity, economics
- **Health**: flexibility, strength, endurance, health, body systems, mental/emotional health, cooperation, conflict, decision-making, problem-solving, conflict resolution, respect, teamwork
- **Foreign Language**: culture, history, sports

### Technology:
Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

### Academic Vocabulary:
Offense, Defense, Strategy, passing, catching, dribbling, shooting, rebounding, punting, heading, trapping, strategy

### Unit Assessment:

### Notes:
Include aerobic activities in all of your activities.
### INVASION GAMES

<table>
<thead>
<tr>
<th>6th-8th SPI's</th>
<th>Suggested Activities</th>
<th>Resources/Connections/Assessments</th>
</tr>
</thead>
</table>
| 1.2.1 utilize basic locomotor, non-locomotor and manipulative skills in game situations | • Basketball  
• Soccer  
• Speedball  
• Team handball  
• Ultimate Frisbee  
• Flag/touch football  
• Field/floor hockey | http://thenewpe.com/invasion/Lectures/Topic%2001-Basics%20of%20TG/Tactical%20games%20kin303b.ppt  
http://local.boyne.k12.mi.us/BCHS/StaffDirectory/Hills/homepage_images/portfolio/Unit%20Plan%20%96%20Team%20Handball.doc  
http://www.personal.kent.edu/~akuban/website/standard5.2.html  
http://www.ushandball.org/usha/TeachHBSecondary.pdf  
http://www.playsport.net/skill/territory  
http://www.playsport.net/activity?age_range=any&tgfu_category=751&glossary_category=any  
http://www.unm.edu/~napperow/510Chap10.ppt  
**INVASION GAMES**

<table>
<thead>
<tr>
<th>6th Grade Outcomes:</th>
<th>7th Grade Outcomes:</th>
<th>8th Grade Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).</td>
<td>• Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.</td>
<td>• Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. Catches using an implement in a dynamic environment or modified game play.</td>
</tr>
<tr>
<td>• Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.</td>
<td>• Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.</td>
<td>• Passes and receives with an implement in combination on with locomotor patterns of running and change of directions &amp; speed with competency in invasion games such as basketball, flag football, speedball or team handball.</td>
</tr>
<tr>
<td>• Passes and receives with hands in combination with locomotor patterns of running and change of directions &amp; speed with competency in invasion games such as basketball, flag football, speedball or team handball.</td>
<td>• Passes and receives with feet in combination with locomotor patterns of running and change of directions on &amp; speed with competency in invasion games such as soccer or speedball.</td>
<td>• Passes and receives with an implement in combination on with locomotor patterns of running and change of directions, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice).</td>
</tr>
<tr>
<td>• Throws, while stationary, a leading pass to a moving receiver.</td>
<td>• ThROWS, while moving, a leading pass to a moving receiver.</td>
<td>• Throws a lead pass to a moving partner off a dribble or pass.</td>
</tr>
<tr>
<td>• Performs pivots, fakes and jab step designed to create open space during practice tasks.</td>
<td>• Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps.</td>
<td>• Executes at least two of the following designed to create open space during modified game play: pivots, fakes, jab steps, screens.</td>
</tr>
<tr>
<td>• Performs the following offensive skills without defensive pressure: pivot, give &amp; go, and fakes.</td>
<td>• Performs the following offensive skills with defensive pressure: pivot, give &amp; go, and fakes.</td>
<td>• Performs the following offensive skills during small-sided game play: pivot, give &amp; go, and fakes.</td>
</tr>
<tr>
<td>• Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.</td>
<td>• Dribbles with dominant and nondominant hands using a change of speed and direction on in a variety of practice tasks.</td>
<td>• Dribbles with dominant and nondominant hands using a change of speed and direction on in small-sided game play.</td>
</tr>
<tr>
<td>• Foot-dribbles or dribbles with an implement with control, changing speed and direction on in a variety of practice tasks.</td>
<td>• Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.</td>
<td>• Foot-dribbles or dribbles with an implement with control, changing speed and direction on during small-sided game play.</td>
</tr>
<tr>
<td>• Foot-dribbles or dribbles with an implement with control, changing speed and direction on in small-sided game play.</td>
<td>• Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse.</td>
<td>• Shoots on goal with power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse.</td>
</tr>
<tr>
<td>• Shoots on goal with power in a dynamic environment as appropriate to the activity.</td>
<td>• Shoots on goal with power and accuracy in small-sided game play.</td>
<td>• Drop-steps in the directions on of the pass during player-to-player defense.</td>
</tr>
<tr>
<td>• Maintains defensive-ready position with weight on balls of feet, arms extended and eyes on midsection on of the offensive player.</td>
<td>• Slides in all directions while on defense without crossing feet.</td>
<td>• Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.</td>
</tr>
<tr>
<td>• Creates open space by using locomotor movements (e.g., walking, running, jumping &amp; landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).</td>
<td>• Reduces open space by using locomotor movements (e.g., walking, running, jumping &amp; landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).</td>
<td>• Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give &amp; go.</td>
</tr>
<tr>
<td>• Executes at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give &amp; go.</td>
<td>• Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give &amp; go.</td>
<td>• Executes at least 2 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give &amp; go.</td>
</tr>
<tr>
<td>• Creates open space by using the width and length of the field/court on offense.</td>
<td>• Creates open space by staying spread on offense, cutting and passing quickly.</td>
<td>• Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.</td>
</tr>
<tr>
<td>• Opens and closes space during modified game play: pivots, fakes, jab steps, screens.</td>
<td>• Reduces open space on defense by staying spread on offense, cutting and passing quickly.</td>
<td>• Reduces open space on defense by staying on defense.</td>
</tr>
</tbody>
</table>

**Soccer balls, shin guards**
### INVASION GAMES

- Reduces open space on defense by making the body larger and reducing passing angles.
- Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.
- Transitions from offense to defense or defense to offense by recovering quickly.
- Transitions from offense to defense or defense to offense by recovering quickly.

- Reduces open space on defense by staying close to the opponent as he/she nears the goal.
- Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.
- Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.
- Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.

- Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.
- Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.

### Progress Indicators

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What students will know</strong></td>
<td><strong>What students will do</strong></td>
<td><strong>Activities/Strategies</strong></td>
</tr>
<tr>
<td><strong>Student Progress Indicators</strong></td>
<td><strong>Concepts</strong></td>
<td><strong>Skill</strong></td>
</tr>
<tr>
<td>2.2.3 practice offensive, defensive and transition strategies</td>
<td><strong>Basketball</strong></td>
<td><strong>Diagram, explain and justify offensive and defensive strategies in invasion scoring games.</strong></td>
</tr>
<tr>
<td>2.3.1 apply proper warm-up and cool-down techniques specific to the activity, game, or sport</td>
<td>Perform basic basketball skills in traditional game situations:</td>
<td>Demonstrate basic offensive and defensive skills and strategies in games and sports.</td>
</tr>
<tr>
<td>3.1.3 participate in a physical education class 3.1.4 play soccer in physical education class</td>
<td>• ball handling</td>
<td>Identify offensive and defensive skills and strategies in games and sports.</td>
</tr>
<tr>
<td>4.1.1 participate in moderate to vigorous physical activity in the physical education setting</td>
<td>• passing</td>
<td>Participate in proper warm-ups.</td>
</tr>
<tr>
<td>5.2.1 engage in physical activity to achieve social interaction</td>
<td>• catching</td>
<td>Participate in traditional and modified games of basketball.</td>
</tr>
<tr>
<td>5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings 5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others 5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways</td>
<td>• lay-up</td>
<td>Participate in traditional and modified games of basketball.</td>
</tr>
<tr>
<td>6.1.3 understand the importance of a positive attitude while participating in physical activity</td>
<td>• rebounding</td>
<td>Participate in traditional and modified games of basketball.</td>
</tr>
<tr>
<td>6.3.5 reflect and discuss various strategies used in</td>
<td>• shooting</td>
<td>Participate in traditional and modified games of basketball.</td>
</tr>
</tbody>
</table>
### Invasion Games

- problem solving, decision making, and risk-taking

#### Speedball

- Kicking
- Ball control/trapping
- Throw-in
- Punting
- Heading
- Game strategies

Perform skills in modified games and variations

#### Speedball

Perform basic speedball skills in traditional game situation

- Shooting
- Passing kicking
- Conversion - pickup
- Catching
- Ball control
- Trapping player positions and responsibilities
- Game strategies

Perform skills in modified games and variations

#### Team Handball

Perform basic team handball skills in traditional game situation

- Dribbling
- Catching
- Passing
- Shooting goal keeping
- Play positions and

Perform skills in modified games and variations

- Participate in traditional and modified games of team handball.
- Participate in traditional and modified games of ultimate frisbee.
- Participate in traditional and modified games of flag/touch football.
- Report a sporting event using proper terminology.
- Participate in traditional and modified games of field/floor hockey.
- Peer assessment to analyze opponent's weaknesses for offensive and defensive strategies.
### INVASION GAMES

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Perform skills in modified games and variations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ultimate Frisbee</strong></td>
<td>Perform basic frisbee skills in traditional game situation</td>
</tr>
<tr>
<td>• throwing</td>
<td>• catching</td>
</tr>
<tr>
<td>• pivoting</td>
<td>• timing offensive and defensive strategies</td>
</tr>
<tr>
<td></td>
<td>Perform skills in modified games and variations</td>
</tr>
<tr>
<td><strong>Flag/Touch Football</strong></td>
<td>Perform basic flag football skills in traditional game situation</td>
</tr>
<tr>
<td>• passing/handoff</td>
<td>• receiving/catching</td>
</tr>
<tr>
<td>• punting stance</td>
<td>• player position and responsibilities</td>
</tr>
<tr>
<td></td>
<td>Perform skills in modified games and variations</td>
</tr>
<tr>
<td><strong>Field/Floor Hockey</strong></td>
<td>Perform basic floor hockey skills in traditional game situation</td>
</tr>
<tr>
<td>• passing</td>
<td>• shooting</td>
</tr>
<tr>
<td>• trapping</td>
<td></td>
</tr>
</tbody>
</table>
### INVASION GAMES

- player position responsibilities
- goal keeping responsibilities
Perform skills in modified games and variation.

### NET WALL GAMES

#### Unit Objectives/Essentials Understanding:
- Demonstrate mature form for all basic manipulative, locomotor, and non-locomotor skills.
- Utilize knowledge, skills, and strategies to participate in a variety of sports and game activities.
- Show increasing competence in more advanced specialized skills.
- Demonstrate competence in modified versions of a variety of movement forms.
- Combine skills competently to participate in modified versions of net and wall games.

#### Guiding Questions:
- What movement patterns can be combined to create a more fluid and productive skill sequence?
- How does your offensive strategy change based on the opponent's defense?
- What steps can you take to properly execute a striking motion?

#### Discussion:
Orientation to sport; rules of the sport; history of the sport; strategies of individual and dual sports; identify the critical elements of individual net and wall sports; discuss safety measures; space, time, and force; fitness and conditioning; lifetime sports

#### Purpose of Activity:
Net/wall games get the object into the area of play more often than an opponent. Develop learners’ understanding of how to play net/wall games including: consistency and positioning, placement of the object and positioning in relation to opponent’s target area, and finally spin and power to control the trajectory of the object and make it difficult for an opponent to get the object back into play.

#### Connections:
- **Science**: gravity, motion, movement, energy, action, reaction, laws of motion, flight, resistance, aerodynamics
- **Social Studies**: laws, rules, cooperation, conflict, culture, diversity, economics
- **Health**: flexibility, strength, endurance, health, body systems, mental/emotional health, cooperation, conflict, decision-making, problem-solving, conflict resolution, respect, teamwork

#### Technology:
Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

#### Academic Vocabulary:
Striking, follow through, body management, body mechanics, tactics, transition strategies, balance, movement control, extracurricular sports, self-efficacy; combine, explain, describe, develop; speed; force; time

#### Unit Assessment:
http://www.humankinetics.com/acucustom/sitename/dam/097/06_03_GPAI_NetWall.pdf
Rubric, teacher observations, peer assessment

#### Notes:
Include fitness into this unit through various activities.
### NET WALL GAMES

1.2.1 utilize basic locomotor, non-locomotor and manipulative skills in game situations.
2.2.4 understand how ready position relates to balance and weight transfer in various activities.
2.2.5 utilize a peer checklist to evaluate the volleyball serve, pass and spike.
2.2.4 understand how ready position relates to balance and weight transfer in various activities.
2.2.5 utilize a peer checklist to evaluate the volleyball serve, pass and spike.
2.3.5 observe and describe the characteristics that enable success in the serve, pass and spike of a volleyball team.
3.1.3 participate in a physical education class.
4.1.1 participate in moderate to vigorous physical activity in the physical education setting.
5.2.1 engage in physical activity to achieve social interaction.
5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.
5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others.
5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways.
6.2.2 model ways to use the body and movement to communicate ideas and feelings.
6.3.5 reflect and discuss various strategies used in problem solving, decision making, and risk-taking.

<table>
<thead>
<tr>
<th>6th Grade Outcomes:</th>
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<th>8th Grade Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
<td>Badminton</td>
<td>Tennis</td>
</tr>
<tr>
<td>Pickleball/Paddleball</td>
<td>Table Tennis</td>
<td>Handball</td>
</tr>
</tbody>
</table>

Additional equipment:
- Standards, nets, volleyballs – regular trainers
- Standards, nets, rackets, shuttlecocks
- Standards, paddles, pickle/whiffle balls
- Table tennis tables, paddles, balls
- Rackets, tennis balls
- Handballs

**Resources:**
- [http://www.playsport.net/skill/netwall](http://www.playsport.net/skill/netwall)
- [http://web.uvic.ca/~thopper/WEB/452/Workshops/Net%20Wall%20GPAI.pdf](http://web.uvic.ca/~thopper/WEB/452/Workshops/Net%20Wall%20GPAI.pdf)
- [http://hompages.gac.edu/~mwenstro/volleyballunit.pdf](http://hompages.gac.edu/~mwenstro/volleyballunit.pdf)
- [http://www.pelinks4u.org/naspeforum/discus/messages/1239/Pickleball-Finished-1280.pdf](http://www.pelinks4u.org/naspeforum/discus/messages/1239/Pickleball-Finished-1280.pdf)
- [http://www.primaryresources.co.uk/pe/pdfs/tennis_games.pdf](http://www.primaryresources.co.uk/pe/pdfs/tennis_games.pdf)
- [http://www.slideshare.net/stharvey/suffolk-zone-harvey-netwallpracslideshare?related=1](http://www.slideshare.net/stharvey/suffolk-zone-harvey-netwallpracslideshare?related=1)
- [http://www.ushandball.org/usha/TeachHBSecondary.pdf](http://www.ushandball.org/usha/TeachHBSecondary.pdf)

**Equipment for warm-up:**
- Standards, nets, volleyballs – regular trainers
- Standards, nets, rackets, shuttlecocks
- Standards, paddles, pickle/whiffle balls
- Table tennis tables, paddles, balls
- Rackets, tennis balls
- Handballs
### Health, PE, & Lifetime Wellness

#### Physical Education

**Grades 6-8**

### NET WALL GAMES

- Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, or pickleball.
- Strikes with a mature overhand pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis.
- Demonstrates the mature form of the forehand and backhand strokes with a short-handed implement in net games such as paddle ball, pickleball, or short-handed racket tennis.
- Transfers weight with correct timing using a short-handed implement.
  - Forehand-volleys with a mature form and control using a short-handed implement.
  - Two-hand-volleys with control in a variety of practice tasks.
  - Creates open space in net/wall games with a short-handed implement by varying force and direction.
  - Reduces offensive options for opponents by returning to mid-court position.

### Core Content Objectives

#### What students will know

- Offensive and defensive strategies
- Identifying and analyzing critical elements
- Advanced movement and game strategies

#### What students will do

- Participate in traditional and modified games of **volleyball**.
  - Serve
  - Ball control
  - Overhead pass
  - Tip
  - Dig
  - Bump
  - Block
  - Spike

### Instructional Actions

- Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, or pickleball.
- Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis.
- Demonstrates the mature form of forehand and backhand strokes with a shorter long-handed implement with power and accuracy in net games such as pickleball, tennis, badminton, or paddle ball.
- Transfers weight with correct timing using low to high striking pattern with a long-handed implement on the backhand side.
- Creates open space in net/wall games with a long-handed implement by varying force and direction, and by moving opponent from side to side.
- Selects offensive shot based on opponent’s location (hit where opponent is not).

### Activities/Strategies

- Record and analyze student performing skill
- Outline each step through video analysis
- Exhibit increasing competency in modified versions of a variety of movement skills.
- As a class, identify skills and critical elements for net and

### Assessments/Checks

- Skill/technique task cards
- Teacher observation
- Peer observation
- Student self-assessment
- Scoring rubric

---

**Student Progress Indicators**

1.2.2 dribble a ball while preventing an opponent from stealing the ball
2.2.3 practice offensive, defensive, and transition strategies while playing tennis
2.2.4 understand how ready position relates to balance and weight transfer in various activities
2.2.5 utilize a peer checklist to evaluate the volleyball serve, pass and spike
2.3.1 apply proper warm-up and cool-down

---

**Concepts**

- What students will know

**Skill**

- What students will do

---

**Activities/Strategies**

**Assessments/Checks**

---

Shelby County Schools 2016/2017

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<tr>
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<td>5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others 5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways</td>
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<td>6.1.3 understand the importance of a positive attitude while participating in physical activity</td>
</tr>
</tbody>
</table>

- **Player Responsibilities**
  - Participate in traditional and modified games of **badminton**.
  - Strokes
  - Serves
  - Rally
  - Footwork

- **Cooperate with peers and**
  - Work together to accomplish goals.
  - Student coaches - will run practices, drills, game plans
  - Participate in game/modified game play.

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</table>

- **Player Responsibilities**
  - Participate in traditional and modified games of **pickleball/paddleball**.
  - Rally grip
  - Ready position
  - Footwork
  - Forehand drive
  - Lob
  - Backhand drive
  - Volley
  - Serve placement
  - Shot placement
  - Smash

- **Participate in traditional and**
  - Modified games of **table tennis**.
  - Grip
  - Rally
  - Serve
  - Forehand
  - Backhand
  - Smash

- **Participate in traditional and**
  - Modified games of **tennis**.
  - Grip
### NET WALL GAMES

- Stroke
- Serve

Participate in traditional and modified games of **handball**.
- rally
- lob
- punch ball
- kill shot
- passing shot
- receiving
- volley
- serve

Invent a new sport.

### INDIVIDUAL & DUAL SPORTS

**Unit Objectives/Essentials Understanding:**
- Mature form of basic manipulative, locomotor, and non-locomotor skills
- Knowledge, skills, and strategies

**Connections:**
- Science: gravity, motion, movement, energy, action, reaction, laws of motion, flight, resistance,
**INDIVIDUAL & DUAL SPORTS**

- Increasing competence in more advanced specialized skill
- Competency in modified versions of a variety of movement forms
- Skill combination

**Guiding Questions:**
- What movement patterns can be combined to create a more fluid and productive skill sequence?
- What steps can you take to properly execute a striking motion?
- How can this activity be used to satisfy the activity element of your wellness plan?
- How does improving your transition strategies affect offense and defense?
- What is the difference between individual and dual sports?
- What are examples of individual and dual sports?

**Discussion:**
Identify basic rules for individual/dual sports; Orientation to sport; history of the sport; strategies of individual and dual sports; Identify the critical elements of individual and dual sports; discuss safety measures; Emotion, Meaning, Interpretation, And Similarities; Lifetime sport activities

**Purpose of Activity:**
To develop student’s knowledge and skills specified in individual and dual sports and to maintain health-related fitness.

**Academic Vocabulary:**
- Aerodynamics
- Social Studies: laws, rules, cooperation, conflict, culture, diversity, economics
- Health: flexibility, strength, endurance, health, body systems, mental/emotional health, cooperation, conflict, decision-making, problem-solving, conflict resolution, respect, teamwork
- Foreign Language: culture, history, sports
- English: writing directions

**Technology:**
Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting, Wii, Xbox

**Unit Assessment:**

**Notes:**
Include fitness into this unit through various activities.
### INDIVIDUAL & DUAL SPORTS

| 1.1.5 participate in teacher directed rhythmic and dance activities | | http://www.sparkpe.org/wpcontent/uploads/2011/05/05DanceEducationalGymnastics.pdf |
| 1.2.4 perform a sequence combining basic tumbling and balance moves | Individually or in pairs. | Shot Scarboro & Tony Pritchard (2015) Using Sport Education to Teach the Lifetime Sport of Golf, Journal of Physical Education, Recreation & Dance, 86:9, 13-20, DOI: 10.1080/07303084.2015.1085342 |
| 1.2.5 create and perform a variety of dance and rhythmic movement sequences | | |
| 1.3.4 create and perform a floor routine using advanced tumbling, balance and rhythmic skills | Individually or in pairs. | |
| 1.3.5 design and proficiently perform a dance and/or rhythmic routine | | |
| 2.2.4 understand how ready position relates to balance and weight transfer in various activities | | |
| 2.3.4 successfully transition from the ready position into the execution of a skill | | |
| 3.1.3 participate in a physical education class | | |
| 4.1.1 participate in moderate to vigorous physical activity in the physical education setting | | |
| 4.2.4 engage in and discuss the techniques of proper warm-up, conditioning and cool-down in physical activity | | |
| 4.2.5 work in target heart rate zone for a sustained period of time | | |
| 5.2.1 engage in physical activity to achieve social interaction | | |
| 5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings | | |
| 5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others | | |
| 5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways | | |
| 6.2.3 exhibit personal values gained from participation in physical activity | | |
| 6.2.4 select physical activities that meet individual fitness needs throughout life | | |

- Golf
- Track and field
- Dance
- Educational gymnastics/rhythmic gymnastics

**Equipment for warm-up**
- Woods, irons, putter, golf balls, holes
- Batons, hurdles, softball, shot
- CD/MP3/MP4/ and/or video links to assorted music for selected dances
- Mats, tape, balance beam, ribbon wands
### INDIVIDUAL & DUAL SPORTS

6.2.5 recognize that working cooperatively within a group will provide opportunities for problem solving, decision making, and risk-taking

<table>
<thead>
<tr>
<th>6th Grade Outcomes:</th>
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<th>8th Grade Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf.</td>
<td>• Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf.</td>
<td>• Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard or golf.</td>
</tr>
<tr>
<td>• Selects appropriate shot and/or club based on location of the object in relation to the target.</td>
<td>• Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.</td>
<td>• Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.</td>
</tr>
<tr>
<td>• Identifies open spaces and attempts to strike object into that space.</td>
<td>• Uses a variety of shots (e.g., slap &amp; run, bunt, line drive, high arc) to hit to open space. Identifies and applies Newton’s laws of motion to various dance or movement activities.</td>
<td>• Identifies sacrifice situations and attempt to advance a teammate.</td>
</tr>
<tr>
<td>• Varies application of force during dance or gymnastic activities.</td>
<td>• Identifies and applies Newton’s laws of motion to various dance or movement activities.</td>
<td>• Describes and applies mechanical advantage(s) for a variety of movement patterns.</td>
</tr>
<tr>
<td>• Varies application of force during dance or gymnastic activities.</td>
<td>• Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.</td>
<td>• Implements safe protocols in self-selected outdoor activities.</td>
</tr>
<tr>
<td>• Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Progress Indicators

<table>
<thead>
<tr>
<th>Student Progress Indicators</th>
<th>Core Content Objectives</th>
<th>Skill</th>
<th>Instructional Actions</th>
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<tbody>
<tr>
<td>1.1.4 demonstrate basic tumbling and balance skills</td>
<td>• Offensive and defensive strategies</td>
<td>• Develop and perform artistic – creative dances.</td>
<td>• Profile an athlete in the news.</td>
</tr>
<tr>
<td>1.1.5 participate in teacher directed rhythmic and dance activities</td>
<td>• Identifying and analyzing critical elements</td>
<td>• Develop and perform square dances.</td>
<td>• Participate in traditional and modified games of golf.</td>
</tr>
<tr>
<td>1.2.4 perform a sequence combining basic tumbling and balance moves</td>
<td>• Advanced movement and game strategies</td>
<td>• Develop and perform folk dances.</td>
<td>• Participate in track and field events.</td>
</tr>
<tr>
<td>1.2.5 create and perform a variety of dance and rhythmic movement sequences</td>
<td></td>
<td>• Develop and perform social dances.</td>
<td>• Participate in various dances.</td>
</tr>
<tr>
<td>1.3.4 create and perform a floor routine using advanced tumbling, balance and rhythmic skills</td>
<td></td>
<td>• Develop and perform line dances.</td>
<td>• Choreograph a dance with specific required steps.</td>
</tr>
<tr>
<td>1.3.5 design and proficiently perform a dance and/or rhythmic routine</td>
<td></td>
<td>• Develop and perform classical</td>
<td></td>
</tr>
</tbody>
</table>
INDIVIDUAL & DUAL SPORTS

2.2.4 understand how ready position relates to balance and weight transfer in various activities
2.3.4 successfully transition from the ready position into the execution of a skill
3.1.3 participate in a physical education class
4.1.1 participate in moderate to vigorous physical activity in the physical education setting
4.2.4 engage in and discuss the techniques of proper warm-up, conditioning and cool-down in physical activity
4.2.5 work in target heart rate zone for a sustained period of time
5.2.1 engage in physical activity to achieve social interaction
5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings
5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others
5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways
6.2.3 exhibit personal values gained from participation in physical activity
6.2.4 select physical activities that meet individual fitness needs throughout life
6.2.5 recognize that working cooperatively within a group will provide opportunities for problem solving, decision making, and risk-taking

- Develop and perform ethnic/cultural dances.
- Design and perform movement sequences, individually and with a partner, using the concepts of space, effort, and relationship.
- Apply knowledge and skills of dance steps. Perform basic golf skills in traditional game situation.
- Perform skills in modified games and variations.
- Perform running skills in event situation.
- Perform skills for running hurdles.
- Perform skills for running relays.
- Demonstrate mechanics of jumping events (long and standing broad).
- Demonstrate mechanics for softball throw/shot put.
- Apply balance concepts in educational gymnastics sequences.
- Apply weight transfer concepts in educational gymnastics sequences.
- Apply basic safety concepts while participating in educational gymnastics.
- Participate in gymnastics activities.
- Develop routine with set number of moves.
- Combine skills in individual and dual games.
- Peer collaboration: Routine Design
- Record and analyze student performing skill
- Outline each step through video analysis
# FIELDING GAMES

## Unit Objectives/Essentials Understanding:
- Demonstrate mature form for all basic manipulative, locomotor, and non-locomotor skills.
- Utilize knowledge, skills, and strategies to participate in a variety of sports and game activities.
- Show increasing competence in more advanced specialized skills.
- Demonstrate competence in modified versions of a variety of movement forms.
- Combine skills competently to participate in modified versions of fielding games.

## Guiding Questions:
- What are the different types of fielding games?
- What movement patterns can be combined to create a more fluid and productive skill set?
- How does improving your transition strategies affect offense and defense?
- Why is it that being more aware of your body and its relationship in space will help you move about the activity area more effectively?
- What are the key skill-related components of fitness that are necessary to enhance performance?
- What precautions can be taken to minimize the risk of injury?

## Discussion:
Identify basic rules for fielding games; Orientation to games; strategies of fielding games; Identify the critical elements of fielding games; discuss safety measures;

## Purpose of Activity:
Activities in which players score points by striking an object and running to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop the play. By playing these games, participants will learn the key skills and tactics for games.

## Connections:
- **Science:** gravity, motion, movement, energy, action, reaction, laws of motion, flight, resistance, aerodynamics
- **Social Studies:** laws, rules, cooperation, conflict, culture, diversity, economics
- **Health:** flexibility, strength, endurance, health, body systems, mental/emotional health, cooperation, conflict, decision-making, problem-solving, conflict resolution, respect, teamwork

## Technology:
Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

## Academic Vocabulary:
safety, behaviors, diversity, tolerance, bullying, peer pressure, fitness, hydration, endurance, flexibility, muscular endurance, muscular strength, benefits, exercise, overload, progression, specificity, aerobic, anaerobic, calories, expenditure, nutrition, intensity, agility, monitor, reaction time, cardiorespiratory, body composition, power, speed, balance, movement, reaction time, sequence, warm-up, cooldown.

## Unit Assessment:
[https://www.humankinetics.com/AcuCustom/Sitename/DAM/097/06_04_GPAI_StrikeField.pdf](https://www.humankinetics.com/AcuCustom/Sitename/DAM/097/06_04_GPAI_StrikeField.pdf)

## Notes:
Include fitness into this unit through various activities.
<table>
<thead>
<tr>
<th>6th-8th SPI's</th>
<th>Suggested Activities</th>
<th>Resources/Connections/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.1 proficiently utilize locomotor, non-locomotor and manipulative skills to participate in individual and group activities</td>
<td>Kickball, Ragball, Softball, Whiffleball, Cricket</td>
<td><a href="http://www.playsport.net/skill/strikingfielding">http://www.playsport.net/skill/strikingfielding</a></td>
</tr>
<tr>
<td>2.2.3 practice offensive, defensive and transition strategies</td>
<td>Perform basic kickball skills in traditional game situation.</td>
<td></td>
</tr>
<tr>
<td>2.3.1 apply proper warm-up and cool-down techniques specific to the activity, game, or sport</td>
<td>Perform skills in modified games and variations of kick ball.</td>
<td>Equipment for warm-up</td>
</tr>
<tr>
<td>3.1.3 participate in a physical education class</td>
<td>Perform basic skills in traditional game situation in ragball.</td>
<td>Bases, playground ball</td>
</tr>
<tr>
<td>3.3.1 develop a personal plan for daily physical activity</td>
<td>Perform skills in modified games and variations in ragball.</td>
<td>Bases, appropriate ball, bats</td>
</tr>
<tr>
<td>4.1.1 participate in moderate to vigorous physical activity in the physical education setting</td>
<td>Perform basic skills in traditional game situation in softball.</td>
<td>Cricket bats, balls</td>
</tr>
<tr>
<td>4.3.1 explore a variety of new physical activities for personal interest in and out of the physical education setting (e.g. engages in out of school activities which enhance the quality of life as measured by health related and skill related fitness)</td>
<td>Perform basic skills in modified games and variations in softball.</td>
<td></td>
</tr>
<tr>
<td>4.3.4 model the correct techniques for proper warm-up, conditioning and cool-down activities</td>
<td>Perform basic skills in traditional game situation in whiffleball.</td>
<td></td>
</tr>
<tr>
<td>5.2.1 engage in physical activity to achieve social interaction</td>
<td>Perform skills in modified games and variations in whiffleball.</td>
<td></td>
</tr>
<tr>
<td>5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings</td>
<td>Participate in traditional and modified games of cricket.</td>
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</tr>
<tr>
<td>5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others</td>
<td></td>
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<tr>
<td>5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways</td>
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</tr>
<tr>
<td>6.2.1 appreciate the benefits of participating in individual and/or group physical activity</td>
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<tr>
<td>6.2.2 model ways to use the body and movement to communicate ideas and feelings</td>
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</tr>
</tbody>
</table>
### FIELDING GAMES

**6.2.3 exhibit personal values gained from participation in physical activity**

**6.2.4 select physical activities that meet individual fitness needs throughout life**

**6.2.5 recognize that working cooperatively within a group will provide opportunities for problem solving, decision making, and risk-taking**

<table>
<thead>
<tr>
<th>6th Grade Outcomes:</th>
<th>7th Grade Outcomes:</th>
<th>8th Grade Outcomes:</th>
</tr>
</thead>
</table>
| - Strikes a pitched ball with an implement with force in a variety of practice tasks.  
  - Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks.  
  - Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others. | - Strikes a pitched ball with an implement to open space in a variety of practice tasks.  
  - Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.  
  - Analyzes the situation and makes adjustments to ensure the safety of self and others. | - Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.  
  - Implements safe protocols in self-selected outdoor activities. |

**Progress Indicators**

<table>
<thead>
<tr>
<th>Student Progress Indicators</th>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What students will know</strong></td>
<td><strong>What students will do</strong></td>
<td><strong>Activities/Strategies</strong></td>
</tr>
</tbody>
</table>
| 1.3.1 proficiently utilize locomotor, non-locomotor and manipulative skills to participate in individual and group activities | Use offensive and defensive strategies while playing in game situation.  
Identify and analyze the characteristics of highly skilled performance.  
Develop and apply more advanced movement and game strategies. | Participate in proper warm-ups.  
Participate in traditional and modified games of kickball.  
Participate in traditional and modified games of ragball/softball/whiffleball  
Participate in traditional and modified games of cricket.  
Demonstrate competency in more advanced specialized skills.  
Peer assessment to analyze opponent's weaknesses for offensive and defensive strategies. |  
- Skill/technique task cards  
- Teacher observation  
- Peer observation/assessment  
- Student self-assessment  
- Scoring rubric |
<table>
<thead>
<tr>
<th>Fielding Games</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>setting (e.g. engages in out of school activities which enhance the quality of life as measured by health related and skill related fitness)</td>
<td>• Participate in proper warm-ups.</td>
</tr>
<tr>
<td>4.3.4 model the correct techniques for proper warm-up, conditioning and cool-down activities</td>
<td>• Participate in traditional and modified games of bowling.</td>
</tr>
<tr>
<td>5.2.1 engage in physical activity to achieve social interaction</td>
<td>• Participate in traditional and modified games of croquet.</td>
</tr>
<tr>
<td>5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings</td>
<td>• Participate in traditional and modified games of frisbee golf.</td>
</tr>
<tr>
<td>5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others</td>
<td>• Participate in traditional and modified games of horseshoes.</td>
</tr>
<tr>
<td>5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways</td>
<td>• Participate in traditional and modified games of shuffleboard.</td>
</tr>
<tr>
<td>6.2.1 appreciate the benefits of participating in individual and/or group physical activity</td>
<td>• Participate in traditional and modified games of tetherball.</td>
</tr>
<tr>
<td>6.2.2 model ways to use the body and movement to communicate ideas and feelings</td>
<td>• Combine skills.</td>
</tr>
<tr>
<td>6.2.3 exhibit personal values gained from participation in physical activity</td>
<td>• Employ offensive and defensive strategies.</td>
</tr>
<tr>
<td>6.2.4 select physical activities that meet individual fitness needs throughout life 6.2.5 recognize that working cooperatively within a group will provide opportunities for problem solving, decision making, and risk-taking</td>
<td></td>
</tr>
</tbody>
</table>
## RECREATIONAL & COOPERATIVE GAMES

### Unit Objectives/Essentials Understanding:
- Demonstrate mature form of all basic manipulative, locomotor, and non-locomotor skills.
- Utilize knowledge, skills, and strategies to participate in a variety of sports and game activities.
- Show increasing competence in more advanced specialized skills.
- Demonstrate competence in modified versions of a variety of movement forms.
- Combine skills competently to participate in modified versions of recreational games.

### Guiding Questions:
- Why are recreational games important?
- How are recreational games similar to other unit games?
- What movement patterns can be combined to create a more fluid and productive skill sequence?
- How does improving your transition strategies affect offense and defense?

### Discussion:
Identify basic rules for recreational games; Orientation to games; strategies for recreational games; Identify the critical elements of recreational games; discuss safety measures;

### Purpose of Activity:
Provide student’s opportunities to improve physical fitness, acquire knowledge of fitness concepts, practice positive personal and social skills and gain an understanding of how a wellness lifestyle affects one’s health, fitness and physical performance.

### Connections:
**Science:** gravity, motion, movement, energy, action, reaction, laws of motion, flight, resistance, aerodynamics  
**Social Studies:** laws, rules, cooperation, conflict, culture, diversity, economics  
**Health:** flexibility, strength, endurance, health, body systems, mental/emotional health, cooperation, conflict, decision-making, problem-solving, conflict resolution, respect, teamwork  
**Social Studies:** laws, rules, cooperation, conflict, culture, diversity, economics

### Technology:
Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

### Academic Vocabulary:
Striking, motor skill, conditioning, follow through, body management, body mechanics, tactics, transition strategies, balance, reaction time, agility, coordination, power, speed, performance, feedback, cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition, stress management, training program, movement control, recreational games, self efficacy.

### Unit Assessment:
- http://www.rcampus.com/rubricshowc.cfm?code=D527X9&sp=true
- http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9556#.Vj_Vg7erTIU

### Notes:
Include fitness into this unit through various activities.
### RECREATIONAL & COOPERATIVE GAMES

#### 6th-8th SPI’s

| 1.3.1 proficiently utilize locomotor, non-locomotor and manipulative skills to participate in individual and group activities |
| 2.2.3 practice offensive, defensive and transition strategies |
| 2.3.1 apply proper warm-up and cool-down techniques specific to the activity, game, or sport |
| 3.1.3 participate in a physical education class |
| 3.1.1 develop a personal plan for daily physical activity |
| 4.1.1 participate in moderate to vigorous physical activity in the physical education setting |
| 4.3.1 explore a variety of new physical activities for personal interest in and out of the physical education setting (e.g. engages in out of school activities which enhance the quality of life as measured by health related and skill related fitness) |
| 4.3.4 model the correct techniques for proper warm-up, conditioning and cool-down activities |
| 5.2.1 engage in physical activity to achieve social interaction |
| 5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings |
| 5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others |
| 5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways |
| 6.2.1 appreciate the benefits of participating in individual and/or group physical activity |
| 6.2.2 model ways to use the body and movement to communicate ideas and feelings |
| 6.2.3 exhibit personal values gained from participation in physical activity |
| 6.2.4 select physical activities that meet individual fitness needs throughout life 6.2.5 recognize that working cooperatively within a group will provide opportunities for |

#### Suggested Activities

- Bowling
- Croquet
- Frisbee Golf
- Horseshoes
- Shuffleboard
- Tetherball
- All run games
- Parachute

#### Resources/Connections/Assessments


#### Equipment for warm-up

- Bowling mats, pins, bowling balls
- Croquet mallet, wickets, croquet balls
- Frisbees, disc catchers, targets
- Stakes, horseshoes, ring toss sets
- Court, cues, disc
- Standards, tetherballs
### RECREATIONAL & COOPERATIVE GAMES

**6th Grade Outcomes:**
- Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf.
- Selects appropriate shot and/or club based on location of the object in relation to the target.
- Identifies open spaces and attempts to strike object into that space.
- Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.

**7th Grade Outcomes:**
- Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf.
- Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.
- Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space. Identifies and applies Newton’s laws of motion to various dance or movement activities.
- Identifies and applies Newton’s laws of motion to various dance or movement activities.
- Analyzes the situation and makes adjustments to ensure the safety of self and others.

**8th Grade Outcomes:**
- Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard or golf.
- Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.
- Identifies sacrifice situations and attempt to advance a teammate.
- Describes and applies mechanical advantage(s) for a variety of movement patterns.
- Implements safe protocols in self-selected outdoor activities.

### Progress Indicators

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<tr>
<td>shuffleboard.</td>
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<tr>
<td>• Participate in traditional and modified games of tetherball.</td>
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<tr>
<td>• Participate in a variety of all-run games.</td>
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<tr>
<td>• Participate in a variety of “new games”.</td>
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<tr>
<td>Design a “new game”.</td>
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</tbody>
</table>
Cross-Content Connections:

**English**: communication, following directions, listening skills

**Health**: body systems, first aid, problem solving, decision-making, peer pressure, wellness, health, fitness, nutrition, drugs and alcohol, mental, emotional, social and family health, disease prevention, community, consumer and environmental health issues

**Social Studies**: laws, rules, cooperation/conflict, cooperation/conflict, community

**Dance**: alignment, axial movement, elevation, body propulsion, initiation, rhythmic acuity

**Science**: movement, space, speed, gravity, friction, energy, force, muscles, skeletal system

**Math**: speed, time, patterns, sequence, grouping, levels, counting, estimation, scoring in games and activities.

**Music**: beats, rhythms, syncopation, timing

**Character Education**: cooperation, self esteem, values, personal accountability, personal responsibility, respect, conflict resolution

Related KidsHealth Links: Articles for Kids:

- **How to Be a Good Sport** [KidsHealth.org/kid/feeling/emotion/good_sport.html](http://KidsHealth.org/kid/feeling/emotion/good_sport.html)
- **Taking the Pressure Off Sports Competition** [KidsHealth.org/kid/stay_healthy/fit/pressure.html](http://KidsHealth.org/kid/stay_healthy/fit/pressure.html)
- **Cheating** [KidsHealth.org/kid/feeling/school/cheating.html](http://KidsHealth.org/kid/feeling/school/cheating.html)
- **Taking Charge of Anger** [KidsHealth.org/kid/feeling/emotion/anger.html](http://KidsHealth.org/kid/feeling/emotion/anger.html)
- **Train Your Temper** [KidsHealth.org/kid/feeling/emotion/temper.html](http://KidsHealth.org/kid/feeling/emotion/temper.html)
- **Talking About Your Feelings** [KidsHealth.org/kid/feeling/thought/talk_feelings.html](http://KidsHealth.org/kid/feeling/thought/talk_feelings.html)
- **Be a Fit Kid** [KidsHealth.org/kid/stay_healthy/fit/fit_kid.html](http://KidsHealth.org/kid/stay_healthy/fit/fit_kid.html)
- **It’s Time to Play** [KidsHealth.org/kid/stay_healthy/fit/what_time.html](http://KidsHealth.org/kid/stay_healthy/fit/what_time.html)
- **Why Exercise Is Cool** [KidsHealth.org/kid/exercise/fit/work_it_out.html](http://KidsHealth.org/kid/exercise/fit/work_it_out.html)
- **What If I Don’t Like Sports?** [KidsHealth.org/kid/stay_healthy/fit/no_sports.html](http://KidsHealth.org/kid/stay_healthy/fit/no_sports.html)
- **Playgrounds** [KidsHealth.org/kid/stay_healthy/fit/playground.html](http://KidsHealth.org/kid/stay_healthy/fit/playground.html)
# RESOURCE LIST

## Professional Organizations:
- [www.shapeamerica.org/](http://www.shapeamerica.org/) (Society of Health and Physical Educators)
- [www.tahperd.us](http://www.tahperd.us) (TN Association for Health, Physical Education, Recreation, & Dance)

## National PE Standards & Performance Outcomes:
- [www.shapeamerica.org/standards/pe/index.cfm](http://www.shapeamerica.org/standards/pe/index.cfm)

## TN State PE Standards:

## Helpful Websites:
- peuniverse.com
- pecentral.com
- afterschoolpa.com
- shapeupamerica.org
- ncpe4me.com
- braingym.org
- sparkpe.org
- sikids.com
- thepresidentschallenge.org
- physedgames.com
- brainpop.com
- bcbs.com
- gonoodle.com
- American Heart Association (Jump Rope & Hoops for Heart)
  - [http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp](http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp)

## Resources Available Throughout the District:
**Online:**
- [http://www.scsk12.org](http://www.scsk12.org)
- [http://www.hpelw.weebly.com](http://www.hpelw.weebly.com)
- [http://www.tennesseestandards.com](http://www.tennesseestandards.com)
- [www.tennesseessessments.com](http://www.tennesseessessments.com)
- [www.pecentral.org](http://www.pecentral.org)
- [www.sparkpe.org](http://www.sparkpe.org)
- [www.scholastic.com](http://www.scholastic.com) (build your own webpage to be placed on school’s homepage as a link.)
- [www.bowlersed.com](http://www.bowlersed.com)
- [www.mypyramid.gov](http://www.mypyramid.gov)
- [www.cdc.gov](http://www.cdc.gov)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.classroomteacher/integratedlessonideas.com](http://www.classroomteacher/integratedlessonideas.com)
- [www.linelinks.com](http://www.linelinks.com)
- [www.sportsmedia:PElinks.com](http://www.sportsmedia:PElinks.com)
- [www.lessonplanz.com](http://www.lessonplanz.com)
- [www.teachablemoments.com](http://www.teachablemoments.com)
- [www.rainydaylessonplans.com](http://www.rainydaylessonplans.com)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.teachablemoments.com](http://www.teachablemoments.com)

## DVD’s or Videos:
- Yoga for Kids
- Discover Me
- 20 Critical Thinking and Problem Solving Activities
- Jumping with Jump Bands
- In-School Bowling Instructional Video
- Ready, Set, Jump (AHA)
- Born to Move
- Kids Get Fit
- You’ve Got to Move
- Christy Lane’s Latin Dancing
- Geomotion
- Sportstacking
- Totally Healthy You

## Professional Development:
- CMCSS Physical Education In-Services (check PLAN for current listing)
- TAHPERD Annual Physical Education Conference (Fall of each year)
### RESOURCE LIST

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Health, PE, &amp; Lifetime Wellness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Station to Station</td>
<td>Fitness Fun 85 Games and Activities for Children, Emily r. foster, Karyn Hartinger, Katherine A. Smith, Human Kinetics Publishers Inc., 1992. (FFIT)</td>
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