

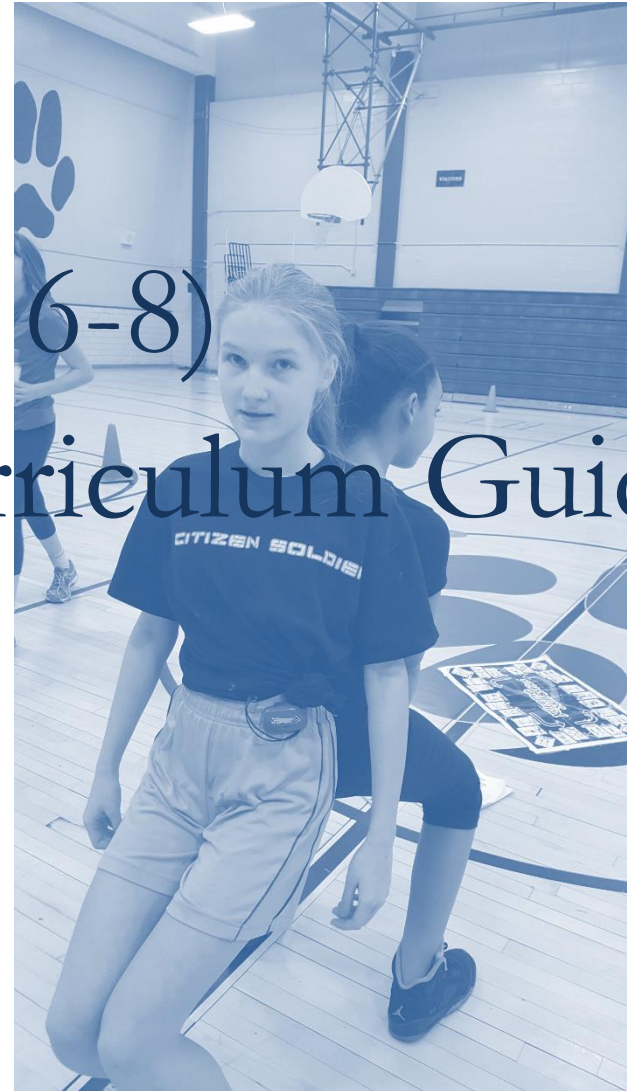


Think. Learn. **Grow.**

Middle School (Grades 6-8) Physical Education Curriculum Guide

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Foreword

Curriculum in this document is based on the National PE Standards published in the spring of 2013. It has been developed by physical educators and curriculum specialists in the Des Moines Public Schools. The objectives in this curriculum guide are the minimum requirements in physical education that set rigorous, relevant, clear, and measurable learning targets and expectations for what teachers should teach and students should learn. Schools and educators are continuously encouraged to go beyond these targets to better serve the needs of all students in physical education.

Physical Education Program Mission Statement

The Des Moines Public School District's Physical Education Program enhances each student's total wellness through intellectual, social, emotional, physical, and spiritual development.

THE GOAL

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.

THE STANDARDS

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.

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How to use this document:

This curriculum guide is *not...*

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines which learning goals are **most essential** for student learning; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals, and extend your students' learning beyond them.

The curriculum guide is a planning tool; assessed learning topics are provided, but **as the instructional leader of your classroom, you determine the scope and sequence in which you will introduce the prioritized learning goals.** You are encouraged to create your own sub-units of study within each topic as a starting point. Within this document you will find a foundational structure for planning instruction in the physical education classroom which can be supplemented with unlimited materials from any number of sources, including but not limited to district texts.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop. As part of this logic model.

- **Des Moines Public Schools K-12 Student Learning Objectives in Physical Education**

- Measureable, long-term academic growth targets
- Developmentally appropriate activities which assess learning growth for all students
- Pre and Post assessment growth of learning
- Year-long learning goals using grade level targets to work towards the learning goal

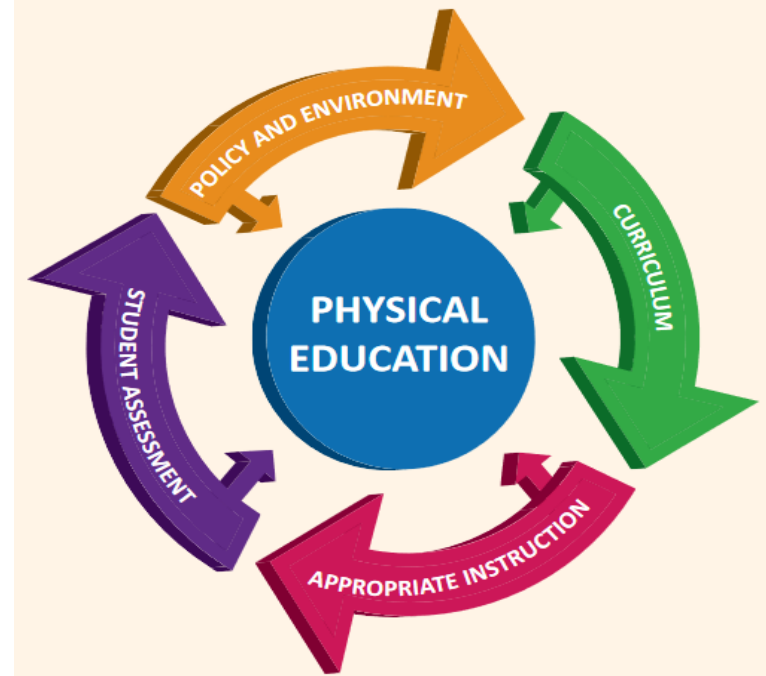
- **Effective Components of a well-designed Physical Education Classroom**

- Meets the needs of all students
- Keeps students active for most of physical education class time (minimum 50 instruction/50 movement)
- Teaches self-management
- Emphasizes knowledge and skills for a lifetime of physical activity
- Is an enjoyable experience for all students

- **The Essential Components of Physical Education** (Figure 5)

- Policy and Environment
- Curriculum
- Appropriate Instruction
- Student Assessment

Figure 5. The Essential Components of Physical Education



Standards-Referenced Grading Basics

The teacher designs instructional activities and assessments that grow and measure a student's skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called learning targets. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

Personal and Social Behavior 6 th -8 th Grade	
4	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.
3	<p>Student:</p> <ul style="list-style-type: none"> 3A-Arrives on time and prepared for class. (DMPs CER Academic Conduct) 3B- Exhibits responsible social behaviors by cooperating with classmates, demonstrating respect for facilities. (Personal Responsibility S4.M1) 3C- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (Rules and Etiquette S4.M6) 3D- Responds appropriately to ethical and unethical behavior by participants of varying skill and maturation by using rules and guidelines for resolving conflict. (Working with Others S4.M4) 3E- Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (Accepting Feedback S4.M3) 3F- Uses physical activity and fitness equipment appropriately and safely. (Safety S4.M7) <p>Learning Targets/Activities</p> <ul style="list-style-type: none"> 3A- I am learning how to consistently be on time and prepared for class. <ul style="list-style-type: none"> -Setting the scoreboard buzzer to help remind students -Routines in place to get students out of the locker room 3B- I am learning demonstrate responsible social behaviors by cooperating with my classmates and showing respect for our equipment. <ul style="list-style-type: none"> -Positive Classroom Management reinforcement strategies -Class of the Week -Student Helper of the Month/Week 3C/D-I am learning how to monitor myself throughout physical activities and games by using rules and guidelines for resolving conflict. <ul style="list-style-type: none"> -Have student leaders create rules/guidelines for resolving conflict -Self-officiating exercises -Examples/Non-examples 3E-I am learning how to demonstrate self-responsibility by implementing specific corrective feedback to improve performance. <ul style="list-style-type: none"> -Discussions about critiques/feedback/positive/negative/etc. 3F-I am learning how use our equipment appropriately and safely. <ul style="list-style-type: none"> -Examples/non-examples
2	<p>Student:</p> <ul style="list-style-type: none"> 2A- Arrives on time and prepared for class. (DMPs CER Academic Conduct) 2B- Exhibits responsible social behaviors by cooperating with classmates, demonstrating respect for facilities. (Personal Responsibility S4.M1) 2C-Identifies the rules and etiquette for physical activities, games and dance activities. (Rules and Etiquette S4.M6) 2D-Demonstrates cooperation skills by establishing rules and guidelines for resolving conflict. (Working with Others S4.M4) 2E-Listens respectfully to corrective feedback from others. (Accepting Feedback S4.E3) 2F-Knows how to use physical activity and fitness equipment appropriately and safely. (Safety S4.M7)
1	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

The **Learning Topic** is located at the top of the scale.

The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	4.0
Demonstrate all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 3	3.0
Demonstrate some of the Level 3 learning targets	2.5
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	2.0
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	1.5
Demonstrate none of the learning targets from Level 2 or Level 3	1.0
Produce no evidence appropriate to the learning targets at any level	0

Determining a topic score: when the time comes to identify the Topic Score for a topic, the teacher looks at all of the pieces of the Body of Evidence for that topic. The table to the right describes what Topic Score a student receives based on what the Body of Evidence shows. The scores listed on this table are the only valid scores that may be entered into the Topic Score assignment in a grade book.

Multiple Opportunities: It is not about going back to do a retake or make-up a missed PE class, it's about going forward, continually scaffolding student learning through multiple opportunities, and noting their improved learning. "Multiple opportunities" are about embedding other instructional times for students to showcase their skills that are aligned to the specific learning goal target.

Standards Referenced Grading Basics

Anatomy of a Scale

Symbols by the learning levels indicate whether it can be changed, is fixed, or can be enhanced. Triangle symbol designates targets on this level can be changed.



This lock symbol designates targets on this level can **NOT** be changed. These are derived directly from our national standards.



This addition symbol designates more targets can be added to this level.



No targets are written at this level.



Icon	Level	Rule
	4	Teachers can and should change the target(s) of the scale at this level.
	3	This level is locked —no changes can be made here by teachers.
	2	Teachers can and should add to the target(s) of this scale at this level, but not change the targets that already exist here.

Engagement 6-8 th					
4	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. Below are examples of level four opportunities. 				
3	<table border="1"> <thead> <tr> <th>Student:</th> <th>Learning Targets/Activities</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> 3A- Identifies and defends different types of physical activities and describes how each exerts a positive impact on health (via written essay, visual art, creative dance). (Health SS.M1.7) 3B- Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge. (Challenge SS.M3.8) 3C- Identifies and participates in an enjoyable activity that prompts individual self-expression. (Self-expression & enjoyment SS.M.8) 3D- Participates in a variety of lifetime recreational team/dual sports, outdoor pursuits, martial arts, or dance activities. (S3.M5.6) </td> <td> <ul style="list-style-type: none"> 3A- I am learning how to identify different types of physical activities and their impact on my own health. 3B- I am learning how to develop a plan of action and make appropriate decisions based on a challenge. 3C- I am learning how to identify in activities that prompt enjoyment for my own self-expression. 3D- I am learning how to engage in a variety of lifetime activities. </td> </tr> </tbody> </table>	Student:	Learning Targets/Activities	<ul style="list-style-type: none"> 3A- Identifies and defends different types of physical activities and describes how each exerts a positive impact on health (via written essay, visual art, creative dance). (Health SS.M1.7) 3B- Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge. (Challenge SS.M3.8) 3C- Identifies and participates in an enjoyable activity that prompts individual self-expression. (Self-expression & enjoyment SS.M.8) 3D- Participates in a variety of lifetime recreational team/dual sports, outdoor pursuits, martial arts, or dance activities. (S3.M5.6) 	<ul style="list-style-type: none"> 3A- I am learning how to identify different types of physical activities and their impact on my own health. 3B- I am learning how to develop a plan of action and make appropriate decisions based on a challenge. 3C- I am learning how to identify in activities that prompt enjoyment for my own self-expression. 3D- I am learning how to engage in a variety of lifetime activities.
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1	<ul style="list-style-type: none"> Student's performance reflects insufficient progress towards foundational skills and knowledge. 				

Learning Topics for Middle School

- Skills and Knowledge
- Engagement
- Fitness
- Personal and Social Behavior

Learning goals for all curricular areas are organized by overarching concepts called *topics*. Within those topics live a learning goal. All learning goals for physical education are guided by the 2014 National Society of Health and Physical Education (SHAPE) standards and assessed on the provided reporting scales or checklists. The outline below serves to define the various elements of the curriculum structure.

- **Learning Topic – The Overarching Concept**

- Definition of the topic.

- **National Standards for K-12 Physical Education:** *provide a framework for producing physically literate individuals, setting students on the road to enjoying a lifetime of healthful physical activity. (S1, S2, S3, S4, or S5)*
- **Grade level outcomes:** *provide a scope and sequence of skills and knowledge predicated on teaching a variety of activities to achieve learning for all students. (6th through 8th grade)*
- *Teachers should not view outcomes as discrete tasks taught in isolation but rather as a coordinated process that allows students to apply knowledge and skills across standards.*
 - **Grade level element:** *Each outcome has been assigned a number but do not necessarily reflect any particular priority. (S2.M1.6 meaning- Standard 2, Middle School Outcome 1, Grade 6)*

DMPS Grading Scale

- Evidence of student learning is assessed on a four-point scale, common throughout the district. Scales are designed to measure each learning topic. The generalized scale, with student-friendly language included, is below.

SCALE SCORE	ACADEMIC DESCRIPTOR	STUDENT-FRIENDLY DESCRIPTOR
4	Exceeding Standard	I have demonstrated deep understanding that goes beyond the learning goal
3	Meeting Standard	I have met the learning goal
2	Developing Toward Standard	I have the foundational skills and knowledge for the learning goal and I am almost there
1	Insufficient Progress	The evidence I have submitted shows I have a long way to go to reach the learning goal
0/M	No evidence of student understanding in submitted work OR Missing – student has not submitted evidence	I have not submitted evidence of learning for the learning goal

*For more information on district assessment and grading practices, please refer to the Grading Practices website <http://grading.dmschools.org/teacher-resources.html>

Guiding Practices of Standards-Referenced Grading

- A consistent 4-point grading scale will be used.
- Student achievement and behavior will be reported separately.
- Scores will be based on a body of evidence.
- Achievement will be organized by learning topic and converted to a grade at semester's end.
- Students will have multiple opportunities to demonstrate proficiency.
- Accommodations and modifications will be provided for exceptional learners.

For more information: grading.dmschools.org

- **Learning Topic – Personal and Social Behavior (6-8)**

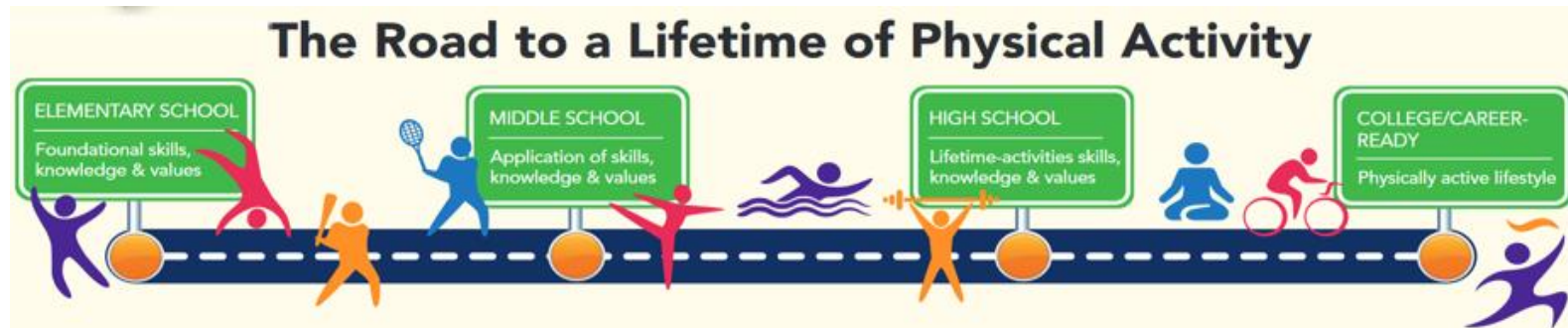
- o National Standards alignment:

- **Standard 4: Exhibits responsible personal and social behavior that respects self and others.**

- The behaviors and attitudes formed in elementary school exert an extremely strong influence on the behaviors and attitudes of adolescents and adults in physical activity settings, both in and outside of physical education settings.
 - Opportunities are available to address responsible personal and social behaviors in any practice tasks requiring learning to work with a partner or small group. These openings are embedded in learning experiences based on the essential elements of the task. To be successful in the practice task for an invasion game, students must demonstrate cooperation skills or accept differences among classmates (S4.M4).
 - Students could not evaluate their fitness and physical activity plan without addressing the specific outcome under Standard 4, which is specific to using effective self-monitoring skills (S4.M2).





- **DMPS Citizenship and Employability Skills Rubric (CER) vs. Personal and Social Behavior Rationale**

- It is important when implementing standard reference grading to separate the students' academic achievement and their behavior, which is why DMPS records citizenship and employability skills separate from the students' academic grade.
 - In Physical Education Class, according to our National SHAPE (Society of Health and Physical Education) standards, standard four states: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 - Therefore, using aligning the verbiage from our DMPS employability rubric and the National SHAPE grade level outcomes, we have developed a scale which best represents each grade level outcomes for this standard to be reported on as a topic score. Both are separated into two grade level groups, K-1 and 2-5.



Skills and Knowledge Topic Proficiency Scales

Skills and Knowledge- Team Building

Team Building-6 th and 7 th Grade		
4 	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.	Learning Targets and Activities 3A- I am learning how to generate positive strategies to solve a group challenge. Activities: <ul style="list-style-type: none"> • Hand contract • Group machine • Trust to survive • Magic shoes • Golden Gate • The Nest • Minefield • Wormhole
3 	Students: <ul style="list-style-type: none"> ○ 3A- Generate positive strategies, such as offering suggestions, assistance leading, following others and providing possible solutions when faced with a group challenge. (Challenge S5.M3.7) 	
2 	Students: <ul style="list-style-type: none"> ○ 2A- Recognize individual challenges and copes in a positive way, such as extending effort, asking for help or feedback or modifying the tasks. (Challenge S5.M3.6) 	
1 	Student performance reflects insufficient progress towards foundational skills and knowledge.	

Success Criteria 3A:

1. Engaged in the conversation
2. Generate solutions individually or as a group on how to achieve the task
3. Challenge and perform their solution hypothesis
4. Describe how or why the solution was successful or unsuccessful
5. Revise and offer specific positive feedback to retest hypothesis solution

SHAPE Standard 5:

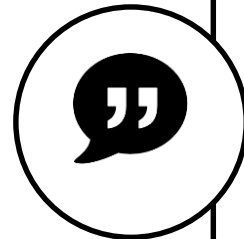
The physically literate individual recognizes the value of physical activity for health, enjoyment, self-expression and/or social interaction.



Teacher Clarifications

Consider starting the year off with introducing Team Building as a unit under the skills and knowledge topic. This will provide an opportunity to build a classroom rapport with each student and individual class.

Consider identifying student roles to help divide leadership among your class. Examples may include: **Student Coach** (offers feedback), **Leader** (helps lead and delegate instructions to peers), **Time Manager** (keeps track of group time throughout the challenge), and **Motivator** provides teammates with positive encouragement throughout the challenge).

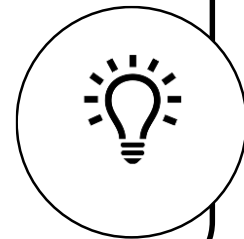






Academic Vocabulary

Conflict resolution, Communication, Trust, Collaboration, Team/Group Building, Feedback

Lesson Planning for Middle School Physical Education Book


Adventure Activities- Pages 463-472



Team Building-8 th Grade		
4 	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.	Learning Targets and Activities
3 	Students: <ul style="list-style-type: none"> ○ 3A- Develop a plan of action and makes appropriate decisions based on that plan when faced with an individual or groups challenges. 	
2 	Students: <ul style="list-style-type: none"> ○ 2A- Recognize individual challenges and copes in a positive way, such as extending effort, asking for help or feedback or modifying the tasks. 	
1 	Student performance reflects insufficient progress towards foundational skills and knowledge.	

SHAPE Standard 5:


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



Teacher Clarifications

Consider starting the year off with introducing Team Building as a unit under the skills and knowledge topic. This will provide an opportunity to build a classroom rapport with each student and individual class.

Consider identifying student roles to help divide leadership among your class. See above for examples. Have students fill out a student reflection form. This will serve as great evidence for your unit on team building (example in Lesson Planning book on page 480-481)

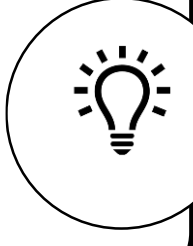


Academic Vocabulary

Conflict resolution, Communication, Trust, Collaboration, Team/Group Building, Feedback

Lesson Planning for Middle School Physical Education Book





Adventure Activities- Pages 463-472



Success Criteria 3A:

1. Engaged in the conversation
2. Generate solutions individually or as a group on how to achieve the task
3. Challenge and perform their solution hypothesis
4. Describe how or why the solution was successful or unsuccessful
5. Revise and offer specific positive feedback to retest hypothesis solution

Aquatics 6-7

Aquatics/Water Safety-6 th -7 th Grade		
4 	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.	Learning Targets and Activities
3 	<ul style="list-style-type: none"> ○ 3A- Identify and responds to certain behaviors that warrants an aquatic emergency. ○ 3B- Classify personal floatation devices for aquatic emergencies. 	<p>3A-I am learning how to identify and respond to aquatic emergencies.</p> <p>3B- I am learning how to classify a personal floatation devices for emergencies.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Swimming and Water Curriculum (Manual) • Disney Educational Productions Timon and Pumbaa
2 	<p>Students:</p> <ul style="list-style-type: none"> ○ 2A- Recognize basic skills for self-rescue and responding to an aquatic emergency. ○ 2B- Recall the three action steps: Check, Call, Care 	
1 	Student performance reflects insufficient progress towards foundational skills and knowledge.	

Personal Floatation Devices:

Type I-Offshore life jackets: geared for rough or remote waters where rescue may take a while. Provide buoyancy and will turn most unconscious persons face up in the water.

Type II-Near-Shore vests: good for calm waters when quick rescue is likely. A type II may not turn someone unconscious wearers face up in the water.

Type III-Floatation Aids: vests or full-sleeved jackets are good for calm waters when quick rescue is likely. Not recommended for rough waters since they will not turn most unconscious persons face up.

Type IV- Throwable Devices: cushions and ring buoys are designed to be thrown to someone in trouble. Since a type IV is not designed to be worn, it is neither for rough waters nor for persons who are unable to hold onto it.

Type V-Special-Use Devices: vests, deck suits, hybrid PFDs, and other are designed for specific activities such as windsurfing, kayaking, or water-skiing.

SHAPE Standard I:

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



Teacher Clarifications

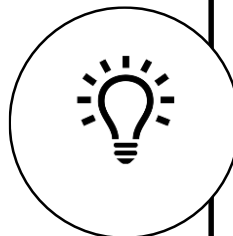
A water safety unit is **required** by the Department of Education for the state of Iowa. If you have access to an aquatic center, utilize your facilities to best deliver the content standard. If you aren't able to access an aquatic center, consider having students use scooters to mimic swimming strokes and set up simulations to have students assist in responding to emergency situations.

For more resources: [American Red Cross Digital Water Safety Manual](#)



Academic Vocabulary

safety smarts, emergency, swimming buddy, personal flotation devices (offshore life jackets, near shore vests, floatation aids, throwable devices, special-use devices)



[American Red Cross Swimming Lessons Manual](#)

Aquatics 8

Aquatics-8 th Grade		
4	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.	Learning Targets and Activities
3	Students: <ul style="list-style-type: none"> • 3A- Develop a plan of action and makes appropriate decisions based on that plan when faced with an individual or groups challenges regarding aquatic emergencies ○ 3B- Assess and respond to certain behaviors that warrants an aquatic emergency. ○ 3C- Classify and identify next steps/procedures for self-rescues and aquatic emergencies. 	3A-I am learning how to develop a plan of action and make appropriate decisions based on the plan, when facing an individual or group challenges regarding aquatic emergencies. Activities: <ul style="list-style-type: none"> • Scenarios for students to act/respond • Students create scenarios/others solve • Procedures for behaviors of distressed swimmers/drowning
2	Students: <ul style="list-style-type: none"> ○ 2A- Recognize basic skills for self-rescue and responding to an aquatic emergency. ○ 2B- Recalls the three action steps: Check, Call, Care ○ 2C- Classifies personal floatation devices for aquatic emergencies. 	
1	Student performance reflects insufficient progress towards foundational skills and knowledge.	

SHAPE Standard I:

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

Teacher Clarifications

A water safety unit is **required** by the Department of Education for the state of Iowa. If you have access to an aquatic center, utilize your facilities to best deliver the content standard. If you aren't able to access an aquatic center, consider having students use scooters to mimic swimming strokes. Have students create aquatic simulations which encounter emergencies, and other students write out a detailed step by step plan to solve the aquatic emergency simulation.

For more resources: [American Red Cross Digital Water Safety Manual](#)

Personal Floatation Devices:

Type 1-Offshore life jackets: geared for rough or remote waters where rescue may take a while. Provide buoyancy and will turn most unconscious persons face up in the water.

Type 11-Near-Shore vests: good for calm waters when quick rescue is likely. A type II may not turn someone unconscious wearers face up in the water.

Type 111-Floatation Aids: vests or full-sleeved jackets are good for calm waters when quick rescue is likely. Not recommended for rough waters since they will not turn most unconscious persons face up.

Type IV- Throwable Devices: cushions and ring buoys are designed to be thrown to someone in trouble. Since a type IV is not designed to be worn, it is neither for rough waters nor for persons who are unable to hold onto it.

Type V-Special-Use Devices: vests, deck suits, hybrid PFDs, and other are designed for specific activities such as windsurfing, kayaking, or water-skiing.

Academic Vocabulary

safety smarts, emergency, swimming buddy, personal flotation devices (offshore life jackets, near shore vests, floatation aids, throwable devices, special-use devices), distressed swimmer, active drowning, passive drowning

[American Red Cross Swimming Lessons Manual](#)

Skills and Knowledge-Dribbling/Ball Control 6-7

Games & Sports-Dribbling/ball control-6 th and 7 th Grade		
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets and Activities
3	Students: <ul style="list-style-type: none"> 3A- Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (SI.M8.7) 3B- Foot dribbles or dribbles with an implement with control, combined with passing in a variety of practice tasks. (SI.M9.7) 	3A-I am learning how dribble with my non-dominant and dominant hands while changing speeds and directions. Activities/Resources: <ul style="list-style-type: none"> Dribble Knockout Cone dribble Pass/Receive Drivers Test Station Work Shoot, Dribble, Pass, Dribble Dribble Tag 3B- I am learning how to dribble and pass while maintaining control.
2	Students: <ul style="list-style-type: none"> 2A- Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (SI.M8.6) 2B- Foot dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (SI.M9.6) 	
1	Student performance reflects insufficient progress towards foundational skills and knowledge.	

SHAPE Standard 1:

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

Teacher Clarifications

This unit is designed for students to work on the dribbling using both their non-dominant and dominant hands. The most common unit for this topic would be basketball, floor hockey, handball, and soccer. There are plenty of creative activities that can be used to assess the students' skill level. This scale should **NOT** be used to assess a students' ability to shoot or score.

For more resources:
<http://openphysed.org/curriculummodules>

Success Criteria/Critical Elements for Dribbling:

Body Position	Control	Speed
Head	<ul style="list-style-type: none"> Vision on ball Peripheral vision on area around ball 	<ul style="list-style-type: none"> Head up Eyes forward
Body/Legs	<ul style="list-style-type: none"> Knees flexed Body crouched over the ball 	<ul style="list-style-type: none"> Fairly upright (slight lean) Stride position with legs
Arms Action	<ul style="list-style-type: none"> Bent, held close for balance Use all surfaces of feet Keep ball within stride length Avoids contact with others while traveling and dribbling in general space 	<ul style="list-style-type: none"> Opposition to stride Contact with instep or outside of feet Push ball several feet in front, sprint to catch up Avoids contact with others while traveling and dribbling in general space

Academic Vocabulary

dribbling, control, speed, direction, boundary, critical elements, offense, and defense

Lesson Planning for Middle School Physical Education Book

Pages: 126-128; 175-201

Games & Sports-Dribbling/ball control -8 th Grade		
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets and Activities
3	Students: <ul style="list-style-type: none"> 3A- Dribble with dominant and non-dominant hand using a change of speed and direction in small-sided game play. (S1.M8.8) 3B- Foot dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8) 	3A- I am learning how to dribble with my dominant and non-dominant hand changing speed and direction while playing in a game setting. 3B- I am learning how to dribble under control while changing direction and speed. Activities: <ul style="list-style-type: none"> 3 V 3 Tournament play Dribble tag Stations
2	Students: <ul style="list-style-type: none"> 2A- Dribble with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (S1.M8.7) 2B- Foot dribbles or dribble with an implement with control, combined with passing in a variety of practice tasks. (S1.M9.7) 	
1	Student performance reflects insufficient progress towards foundational skills and knowledge.	

SHAPE Standard 1:

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

Teacher Clarifications

This unit is designed for students to work on the dribbling using both their non-dominant and dominant hands. The most common unit for this topic would be basketball, floor hockey, handball, and soccer. There are plenty of creative activities that can be used to assess the students' skill level. This scale should **NOT** be used to assess a students' ability to shoot or score.

For more resources:
<http://openphysed.org/curriculummodules>

Success Criteria/Critical Elements for Dribbling:

Body Position	Control	Speed
Head	<ul style="list-style-type: none"> Vision on ball Peripheral vision on area around ball 	<ul style="list-style-type: none"> Head up Eyes forward
Body/Legs	<ul style="list-style-type: none"> Knees flexed Body crouched over the ball 	<ul style="list-style-type: none"> Fairly upright (slight lean) Stride position with legs
Arms	<ul style="list-style-type: none"> Bent, held close for balance 	<ul style="list-style-type: none"> Opposition to stride
Action	<ul style="list-style-type: none"> Use all surfaces of feet Keep ball within stride length Avoids contact with others while traveling and dribbling in general space 	<ul style="list-style-type: none"> Contact with instep or outside of feet Push ball several feet in front, sprint to catch up Avoids contact with others while traveling and dribbling in general space

Academic Vocabulary

dribbling, control, speed, direction, boundary, critical elements, dynamic, non-dominant, dominant, offense, and defense

Lesson Planning for Middle School Physical Education Book

Pages: 126-128; 175-201

Skills and Knowledge-Striking

Games- Striking 6 th and 7 th Grade		
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets and Activities 3A-I am learning how to strike an object for accuracy and distance. Activities: <ul style="list-style-type: none"> • Extreme Rally • Tee off • Stations with feedback • Partner pass/receive • First to 4 • Paddle Strike
3	Students: <ul style="list-style-type: none"> ○ 3A- Strike, with an implement, a stationary object for <u>*accuracy and *distance</u> in activities such as (but not limited to): hockey, field hockey, croquet, shuffleboard, or golf. (SI.M19.7) 	
2	Students: <ul style="list-style-type: none"> ○ 2A- Strike, with an implement, a stationary object for accuracy in activities, such as (but not limited to): hockey, field hockey, croquet, shuffleboard, or golf. (SI.M19.6) 	
1	Student performance reflects insufficient progress towards foundational skills and knowledge.	

SHAPE Standard 1:

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

Teacher Clarifications

***Accuracy definition:** student is demonstrating the behavior 75%-90% of the time.

***Distance clarification:** begin the activity at least at 6 feet, but encourage students to discuss the distance they feel best will help them learn and challenge themselves.

For more resources:
<http://openphysed.org/curriculummodules>

Success Criteria/Critical Elements for Striking:

Implements	Long Handled	Short Handled
Long Implements Floor Hockey Golf Tennis Racket Whiffle Ball Bat Small Implements Tennis Racket Badminton Racket Pickleball Racket	<ul style="list-style-type: none"> • Long-handled implement up and back in preparation for striking action • Step forward on opposite foot as contact is made • Coil and uncoil trunk for preparation and execution of the striking action • Swing the implement on a horizontal plane • Wrist uncocks on follow-through for completion of the striking action 	<ul style="list-style-type: none"> • Racket back in preparation for striking • Step with opposite foot as contact is made • Swing racket paddle from low to high • Coil and uncoil the trunk in preparation for and execution of the striking action • Follow through for completion of the striking action

Academic Vocabulary

striking, accuracy, stationary, and distance

Lesson Planning for Middle School Physical Education Book

Pages: 203-390

Whiffle Ball, Badminton, Recreational Target Games, Volleyball

Games & Sports Striking-8 th Grade		
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets and Activities 3A-I am learning how to strike a stationary object with an implement for accuracy and power. Activities: <ul style="list-style-type: none"> • Extreme Rally • Tee off • Partner pass/receive • First to 4 • Paddle Strike • Wall • Ready, Turn
3	Students: <ul style="list-style-type: none"> ○ 3A- Strike, with an implement, a stationary object for *accuracy <u>and</u> *power in activities such as (but not limited to): as croquet, shuffleboard, or golf. (SI.M19.8) 	
2	<ul style="list-style-type: none"> ○ 2A- Strike, with an implement, a stationary object for accuracy in activities, such as (but not limited to): hockey, field hockey, croquet, shuffleboard, or golf. (SI.M19.6) 	
1	Student performance reflects insufficient progress towards foundational skills and knowledge.	

SHAPE Standard 1:

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

Teacher Clarifications

*Accuracy definition: see above

*Power clarification: begin the activity at least at 6 feet, then try having students strike the implement past the 6 foot mark. Encourage students to increase the distance each time they have successfully completed the distance.

Fielding and Striking games: include games such as baseball, softball, and cricket in which one team occupies positions throughout the space (field) and the other team attempts to score by batting or striking an object into open space in the field, providing enough time for the hitter to run between bases or wickets.

For more resources: <http://openphysed.org/curriculummodules>

Success Criteria/Critical Elements for Striking:

Implements	Long Handled	Short Handled
Long Implements Floor Hockey Lacrosse Golf Tennis Racket Whiffle Ball Bat Small Implements Tennis Racket Badminton Racket Pickleball Racket	<ul style="list-style-type: none"> • Long-handled implement up and back in preparation for striking action • Step forward on opposite foot as contact is made • Coil and uncoil trunk for preparation and execution of the striking action • Swing the implement on a horizontal plane • Wrist uncocks on follow-through for completion of the striking action 	<ul style="list-style-type: none"> • Racket back in preparation for striking • Step with opposite foot as contact is made • Swing racket paddle from low to high • Coil and uncoil the trunk in preparation for and execution of the striking action • Follow through for completion of the striking action

Academic Vocabulary

striking, accuracy, stationary, and distance

Lesson Planning for Middle School Physical Education Book

Pages: 203-390

Whiffle Ball, Badminton, Recreational Target Games, Volleyball

Skills and Knowledge- Underhand Throw

Net/Wall Games- Underhand Throw 6 th and 7 th Grade		
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets and Activities 3A-I am learning how to roll underhand with consistency. Activities: <ul style="list-style-type: none"> • Bowling • Partner roll between legs • Rotational stations • Point Value rolls to target • Tic Tac Toe • Sink the ship/battleship
3	Students: <ul style="list-style-type: none"> ○ 3A- Execute consistently (at least 70% of the time) a mature underhand throw pattern for target games such as bowling, bocce, or horseshoes. (SI.M18.7) 	
2	<ul style="list-style-type: none"> ○ 2A- Demonstrate a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (SI.M18.6) 	
1	Student performance reflects insufficient progress towards foundational skills and knowledge.	

Mature Pattern for Underhand Throw:

UNDERHAND THROWING

KEYS TO SUCCESS

- STAND FACING YOUR TARGET.**
- BRING YOUR THROWING ARM BACK BEFORE YOU THROW.**
- STEP WITH YOUR OPPOSITE FOOT AS YOU THROW.**
- RELEASE THE BALL BETWEEN YOUR KNEE & WAIST LEVEL.**
- FOLLOW THROUGH TO YOUR TARGET.**

SHAPE Standard 1:

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

Teacher Clarifications

***Consistent clarification:** student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

For more resources: <http://openphysed.org/curriculummodules>

Academic Vocabulary





Mature pattern, underhand throw, underhand toss, release, target, consistency and accuracy

Lesson Planning for Middle School Physical Education Book

Pages: 297-333

Whiffle Ball Unit

Underhand Throw-8th Grade

4 	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets and Activities
3 	Students: <ul style="list-style-type: none"> 3A- Demonstrate consistently (70% of the time) a mature underhand throw with accuracy and control for one target game such as bowling or bocce. (SI.MI8.8) 	3A- I am learning how to demonstrate an underhand throw/roll with accuracy. Activities: <ul style="list-style-type: none"> Tournament 2 v 2 Tic Tac Toe
2 	Students: <ul style="list-style-type: none"> 2A- Demonstrate a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (SI.MI8.6) 	
1 	Student performance reflects insufficient progress towards foundational skills and knowledge.	

Mature Pattern for Underhand Throw:



SHAPE Standard 1:

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



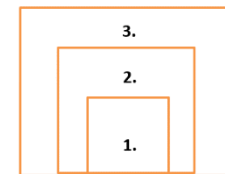
Teacher Clarifications

***Consistent/Accuracy clarification:** student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

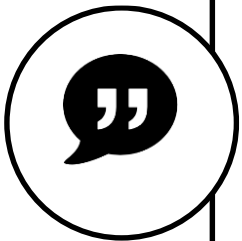
Control clarification: student will perform the behavior/skill maintaining control of the ball.

Target Reference: consider using a target for the students to demonstrate their skill. Giving multiple opportunities for students to demonstrate the skill at different distances while maintaining control. Example would include:

1. 5 feet away-3 feet up, 1 foot by 1 foot
2. 10 feet away- 3 feet up, 2 feet by 2 feet
3. 15 feet away- 3 feet up, 3 feet by 3 feet



For more resources: <http://openphysed.org/curriculummodules>

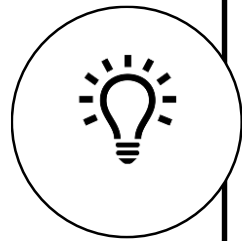


Academic Vocabulary

Mature pattern, underhand throw, underhand toss, release, target, consistency and accuracy

Lesson Planning for Middle School Physical Education Book

Pages: 297-333



Skills and Knowledge-Underhand Roll/Target

Net/Wall Games- Underhand Roll 6 th and 7 th Grade		
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets and Activities
3	Students: <ul style="list-style-type: none"> 3A- Execute consistently (at least 70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes. (SI.M18.7) 	3A- I am learning how to roll underhand with consistency. Activities: <ul style="list-style-type: none"> Bowling Partner roll between legs Rotational stations Point Value rolls to target Tic Tac Toe Sink the ship/battleship
2	Students: <ul style="list-style-type: none"> 2A- Demonstrate a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (SI.M18.6) 	
1	Student performance reflects insufficient progress towards foundational skills and knowledge.	

Success Criteria/Mature Pattern:

- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist level (or below knee for bowling)
- Follow through to target.



SHAPE Standard 1:

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

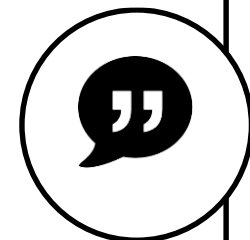


Teacher Clarifications

***Consistent/Accuracy clarification:** student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

Target Reference: consider using a target for the students to demonstrate the skill, such as a bowling pin. Giving multiple opportunities for students to demonstrate the skill at different distances and size of balls.

For more resources: <http://openphysed.org/curriculummodules>
<https://bowl.com/bowlersed/>

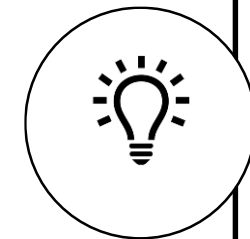


Academic Vocabulary





Mature pattern, underhand roll, release, target, consistency and accuracy

Lesson Planning for Middle School Physical Education Book

Pages: 365-377 Bowling Unit



Underhand Roll-8th Grade

4 	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets and Activities
3 	Students: <ul style="list-style-type: none"> ○ 3A- Demonstrate consistently (70% of the time) a mature underhand roll with accuracy and control for one target game such as bowling or bocce. (SI.M18.8) 	3A-I am learning how to demonstrate an underhand roll with accuracy and control. Activities: <ul style="list-style-type: none"> • Tournament • 2 v 2 • Tic Tac Toe • Rotation stations • Roll to targets/distance
2 	Students: 2A- Demonstrate a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (SI.M18.6)	
1 	Student performance reflects insufficient progress towards foundational skills and knowledge.	

Success Criteria/Mature Pattern:

- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist level (or below knee)
- Follow through to target.



SHAPE Standard 1:

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



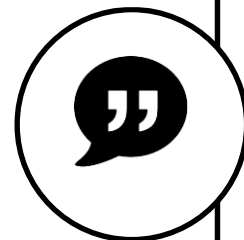
Teacher Clarifications

***Consistent/Accuracy clarification:** student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency. **Control clarification:** student will perform the behavior/skill maintaining control of the ball.

Control clarification: student will perform the behavior/skill maintaining control of the ball.

Target Reference: consider using a target for the students to demonstrate the skill, such as a bowling pin. Giving multiple opportunities for students to demonstrate the skill at different distances and size of balls.

For more resources: <http://openphysed.org/curriculummodules>
<https://bowl.com/bowlersed/>

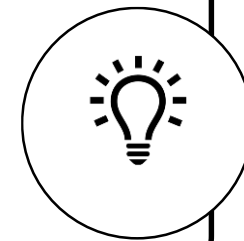


Academic Vocabulary





Mature pattern, underhand roll, release, target, consistency, control, and accuracy

Lesson Planning for Middle School Physical Education Book

Pages: 365-377 Bowling Unit



Skills and Knowledge-Health-Related Fitness and Wellness

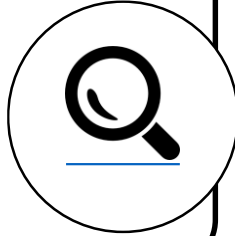
Health Related-Fitness and Wellness-6 th -7 th Grade	
4 	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.
3 	<p>Students:</p> <ul style="list-style-type: none"> 3A- Describes and demonstrates the difference between dynamic and static stretching (S3.M9.7) 3B- Describes the 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 affect fitness. (S3.M11.7) 3C- Performs strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise (S3.M18.7)
2 	<p>Students:</p> <ul style="list-style-type: none"> 2A- Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance (S3.M10.6) 2B- Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility.) (S3.M11.6) 2C- Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)
1 	Student performance reflects insufficient progress towards foundational skills and knowledge.

Learning Targets and Activities

- 3A-** I am learning how to describe and demonstrate the differences between static and dynamic stretching.
- 3B-** I am learning to describe the difference between 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 affect fitness.
- 3C-** I am learning how to perform different exercises when dealing with stress such as deep breathing, guided visualization, and aerobic exercise.

SHAPE Standard 3:

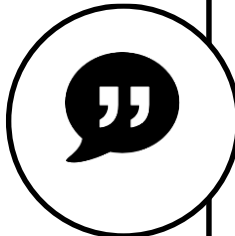
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.



Teacher Clarifications

Consider using this scale for a specific fitness unit in addition to the fitness topic. This scale would allow you to teach more in-depth knowledge around fitness. Adding a reflection component to this unit would be a great way to have students incorporate the FITT principle.

Learning targets: the learning targets lend themselves to teach a unit of yoga or Tai Chi. Focusing on the meditation and deep breathing exercises would also be a great cool-down during the stressful assessments in Core classes come April.

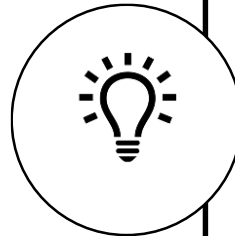






Academic Vocabulary

Aerobic, anaerobic, muscular strength, muscular endurance, overload principle (FITT), frequency, intensity, type, and time

For More Resources:


[YOGA](#) Unit for Middle School PE



Health Related-Fitness and Wellness-8 th Grade		
4 	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets and Activities
3 	Students: <ul style="list-style-type: none"> ○ 3A- Describe and demonstrate the difference between dynamic and static stretching (S3.M9.7) ○ 3B- Use the overload principle (FITT formula) in preparing a personal workout. (S3.M9.8) ○ 3C- Design and implement a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.8) ○ 3D- Demonstrate basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M17.8) 	3A- I am learning how to describe and demonstrate the differences between static and dynamic stretching. 3B- I am learning to use the FITT formula to design my personal workout. 3C- I am learning how to design a quality warm-up and cool down. 3D- I am learning how to demonstrate basic movements used in yoga and tai chi.
2 	Students: <ul style="list-style-type: none"> ○ 2A- Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance (S3.M10.6) ○ 2B- Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility.) (S3.M11.6) ○ 2C- Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6) 	
1 	Student performance reflects insufficient progress towards foundational skills and knowledge.	

SHAPE Standard 3:


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



Teacher Clarifications

Consider using this scale for a specific fitness unit in addition to the fitness topic. This scale would allow you to teach more in-depth knowledge around fitness. Adding a reflection component to this unit would be a great way to have students incorporate the FITT principle.

Learning targets: the learning targets lend themselves to teach a unit of yoga or Tai Chi. Focusing on the meditation and deep breathing exercises would also be a great cool-down during the stressful assessments in Core classes come April. 3C learning target is the same learning target on our Fitness Scale.




Academic Vocabulary





Aerobic, anaerobic, muscular strength, muscular endurance, warm-up, cool-down, overload principle (FITT), frequency, intensity, type, and time

For More Resources:

[YOGA](#) Unit for Middle School PE



Skills and Knowledge- Individual Performance, Dance, and Rhythms

Individual Performance, Dance, and Rhythms-6 th -7 th Grade		
4 	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets and Activities
3 	Students: <ul style="list-style-type: none"> ○ 3A- Create and perform correct rhythm and pattern for a different dance form from among folk, social, creative, line, and world dance. (SI.MI.7) examples may include but not limited to: (Cupid Shuffle, Electric Slide, Tush-push) 	3A- I am learning how to demonstrate correct rhythm and patterns while dancing.
2 	Students: <ul style="list-style-type: none"> ○ 2A- Rhythm is only maintained some of the time throughout the dance sequence (eg. Offbeat from music cadence, completing a different movement out of sequence) <ul style="list-style-type: none"> ○ Demonstrates the understanding of special awareness, but not applying the concept ○ Performing the dance combination/sequence with inconsistent form and technique (eg. Hands in pocket, facial expressions, body language) ○ Demonstrates the understanding of transferring weight back and forth, but have a difficult time applying the concept (eg. not on the correct foot, weight on heels, stomping, not rocking) 	
1 	Student performance reflects insufficient progress towards foundational skills and knowledge.	

Success Criteria/Critical Elements:

- Keeping rhythm with the music while maintaining spatial awareness
- Performing with the correct steps within a sequence while transferring weight
- Performing the dance combination /sequence with proper form and technique

SHAPE Standard I:

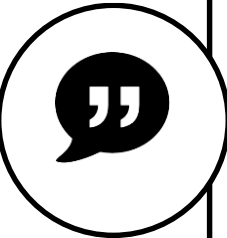
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.



Teacher Clarifications

Dances may include: Whip/Nae Nae, Zumba, Tush Push, Fox Trot, Waltz, 2 Step, Tango, Salsa, Pop See Ko, Swing Dance, Square Dance, Cupid Shuffle, and Electric Slide

For more resources: [OPEN PHYSED Dance Module](#)

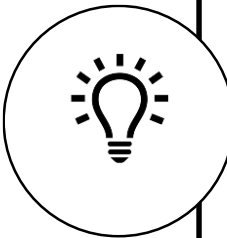






Academic Vocabulary

Beat, rhythm, culture, dance, direction, follower, general space, leader, personal space, respect, self-space, and tempo

Middle School Lesson Plan Book:


Page 45-118



Individual Performance, Dance, and Rhythms-8 th Grade		
4 	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets and Activities
3 	Students: <ul style="list-style-type: none"> ○ 3A- Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group 	3A- I am learning how to create a movement sequence to music as a group/individual.
2 	Students: <ul style="list-style-type: none"> ○ 2A- Rhythm is only maintained some of the time throughout the dance sequence (eg. Offbeat from music cadence, completing a different movement out of sequence) ○ Demonstrates the understanding of special awareness, but not applying the concept ○ Performing the dance combination/sequence with inconsistent form and technique (eg. Hands in pocket, facial expressions, body language) ○ Demonstrates the understanding of transferring weight back and forth, but have a difficult time applying the concept (eg. not on the correct foot, weight on heels, stomping, not rocking) 	
1 	Student performance reflects insufficient progress towards foundational skills and knowledge.	

SHAPE Standard 1:


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



Teacher Clarifications

Dances may include: Whip/Nae Nae, Zumba, Tush Push, Fox Trot, Waltz, 2 Step, Tango, Salsa, Pop See Ko, Swing Dance, Square Dance, Cupid Shuffle, and Electric Slide

For more resources: [OPEN PHYSED Dance Module](#)
[Dance-Fine Arts Files](#)
<http://middleschooldancecurriculum.weebly.com/>



Success Criteria/Critical Elements:

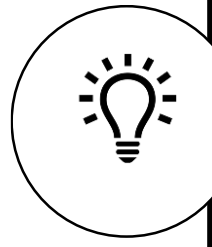
- Keeping rhythm with the music while maintaining spatial awareness
- Performing with the correct steps within a sequence while transferring weight
- Performing the dance combination /sequence with proper form and technique

Academic Vocabulary





Beat, rhythm, culture, dance, direction, follower, general space, leader, personal space, respect, self-space, and tempo

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Skills and Knowledge- Net/Wall Games

Net/Wall Games-6 th and 7 th Grade		
4 	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. 	Learning Targets
3 	<p>Students:</p> <ul style="list-style-type: none"> 3A- Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, or pickle ball. (SI.M12.7) 3B- Strikes with a mature overhand pattern in a <u>dynamic</u> environment for net/wall games such as volleyball, handball, badminton, or tennis. (SI.M13.7) 	<p>3A- I am learning how to serve the (volleyball, birdie, shuttlecock, whiffle ball, etc.) to a target consistently over the net.</p> <p>3B- I am learning how to strike the (volleyball, birdie, shuttlecock, whiffle ball, etc.) overhand while playing a game.</p>
2 	<p>Students:</p> <ul style="list-style-type: none"> 2A- Performs a legal underhand serve with control for net/wall games such a badminton, volleyball, or pickle ball. (SI.M12.6) 2B- Strikes with a mature overhand pattern in a <u>non-dynamic</u> environment (closed skills) for net/wall games such as volleyball, handball, badminton, or tennis. (SI.M13.6) 	
1 	Student performance reflects insufficient progress towards foundational skills and knowledge.	

Success Criteria/Mature Pattern Overhand striking pattern:

- Preparation:** Places weight on back foot, swinging striking arm backwards in preparation for contact. Steps with opposite foot and makes forward body rotation occur through lower body, upper body, and then shoulders. Transfer weight to foot on opposite side of body from striking arm.
- Execution:** Leads the way with elbow, followed by forearm extension, makes connection with object.
- Follow Through:** Connect with object and follow through using wrist snap.

SHAPE Standard I:

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



Teacher Clarifications

Activities may include: Serve/Toss, Partner serve, Individual Wall/Serve/Retrieve, Point Value Serve, Tic Tac Toe

For more resources:

[OPEN PHYSED Round net Unit](#)

[Pickleminton](#)

Middle School Lesson Planning Book:

Badminton Unit pages: 265-294



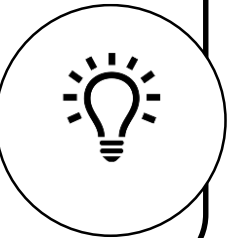
Academic Vocabulary

Striking, serving, boundaries, overhand, underhand





Volley, forehand, and backhand

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Page 45-118



Net and Wall Games-8th Grade

4 	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. 	Learning Targets
3 	<p>Students:</p> <ul style="list-style-type: none"> 3A- 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. (SI.M12.8) 3B- Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis. (SI.M13.8) 	<p>3A- I am learning how to legal underhand serve for distance and accuracy for net/wall games.</p> <p>3B- I am learning how to strike a (ball, birdie, whiffle ball) overhand in a game.</p> <p>Activities:</p> <ul style="list-style-type: none"> 2 partner volleyball Tournament play Spikeball, pickleball
2 	<p>Students:</p> <ul style="list-style-type: none"> 2A- Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, or pickleball (SI.M12.7) 	
1 	Student performance reflects insufficient progress towards foundational skills and knowledge.	

Success Criteria/Mature Pattern Overhand striking pattern:

- Preparation:** Places weight on back foot, swinging striking arm backwards in preparation for contact. Steps with opposite foot and makes forward body rotation occur through lower body, upper body, and then shoulders. Transfer weight to foot on opposite side of body from striking arm.
- Execution:** Leads the way with elbow, followed by forearm extension, makes connection with object.
- Follow Through:** Connect with object and follow through using wrist snap.

SHAPE Standard 1:

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



Teacher Clarifications

Activities may include: Serve/Toss, Partner serve, Individual Wall/Serve/Retrieve, Point Value Serve, Tic Tac Toe

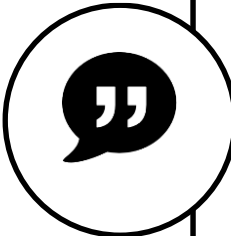
For more resources:

[OPEN PHYSED Round net Unit](#)

[Pickleinton](#)

Middle School Lesson Planning Book:

Badminton Unit pages: 265-294



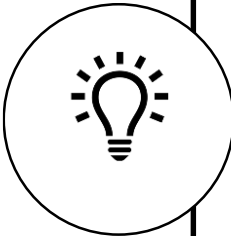
Academic Vocabulary

Striking, serving, boundaries, overhand, underhand

Volley, forehand, and backhand





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Year Long Topic Proficiency Scales

Engagement 6th-8th

Engagement 6 th -8 th		Learning Targets
4 	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. 	
3 	<p>Students:</p> <ul style="list-style-type: none"> 3A- Identifies and defends different types of physical activities and describes how each exerts a positive impact on health (via written essay, visual art, creative dance). (Health S5.M1.7) 3B- Develops a plan of action to demonstrate appropriate decisions based on that plan when faced with a challenge. (Challenge S5.M3.8) 3C- Identifies and participates in an enjoyable activity that prompts individual self-expression. (Self-expression & enjoyment S5.M.8) 3D- Participates in a variety of lifetime recreational team/dual sports, outdoor pursuits, martial arts, or dance activities. (S3.M5.6) 	<ul style="list-style-type: none"> 3A- I am learning how to identify different types of physical activities and their impact on my own health. 3B- I am learning how to develop a plan of action and make appropriate decisions based on a challenge. 3C- I am learning how to identify activities that prompt enjoyment for my own self-expression. 3D- I am learning how to engage in a variety of lifetime activities.
2 	<p>Students:</p> <ul style="list-style-type: none"> 2A- Describes how being physically active leads to a healthy body (S5.M1.6) 2B- Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (Health S5.M2.6) 2C- Identifies how self-expression and physical activity are related (Self-expression & enjoyment S5.M5.6) 2D- 	
1 	Student performance reflects insufficient progress towards foundational skills and knowledge.	

SHAPE Standard 5:

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



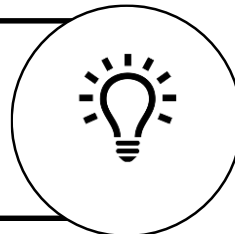
Teacher Clarifications

Consider having reflection questions for students to answer following the unit. After each unit, ask the same question prompt:
What part of the unit was most enjoyable? Would you have changed any of the activities? Describe how this unit was able to make a positive impact on your overall health.







Academic Vocabulary

Self-expression, enjoyment
 Physically active, health

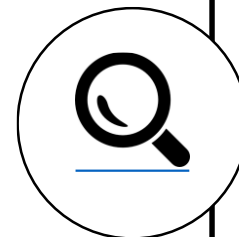


Personal and Social Behavior 6th-8th

4 	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. 	Learning Targets
3 	Students: <ul style="list-style-type: none"> 3A- Arrives on time and prepared for class. (DMPS CER Academic Conduct) 3B- Exhibits responsible social behaviors by cooperating with classmates, demonstrating respect for facilities. (Personal Responsibility S4.M1) 3C- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (Rules and Etiquette S4.M6) 3D- Responds appropriately to ethical and unethical behavior by participants of varying skill and maturation by using rules and guidelines for resolving conflict. (Working with Others S4.M4) 3E- Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (Accepting Feedback S4.M3) 3F- Uses physical activity and fitness equipment appropriately and safely. (Safety S4.M7) 	3A- I am learning how to consistently be on time and prepared for class. 3B- I am learning demonstrate responsible social behaviors by cooperating with my classmates and showing respect for our equipment. 3C/D- I am learning how to monitor myself throughout physical activities and games by using rules and guidelines for resolving conflict. 3E- I am learning how to demonstrate self-responsibility by implementing specific corrective feedback to improve performance. 3F- I am learning how use our equipment appropriately and safely.
2 	Students: <ul style="list-style-type: none"> 2A- Sometimes arrives on time and prepared for class. (DMPS CER Academic Conduct) 2B- Sometimes demonstrates responsible social behaviors by cooperating with classmates, demonstrating respect for facilities. (Personal Responsibility S4.M1) 2C- Identifies the rules and etiquette for physical activities, games and dance activities. (Rules and Etiquette S4.M6) 2D- Demonstrates cooperation skills by establishing rules and guidelines for resolving conflict. (Working with Others S4.M4) 2E- Listens respectfully to corrective feedback from others. (Accepting Feedback S4.E3) 2F- Knows how to use physical activity and fitness equipment appropriately and safely. (Safety S4.M7) 	
1 	<ul style="list-style-type: none"> Student performance reflects insufficient progress towards foundational skills and knowledge. 	

SHAPE Standard 4:

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



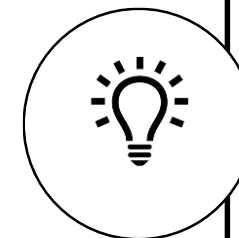
Teacher Clarifications

Consider pairing each unit focusing on one of the personal and social behavior topics or engagement topic. For example: during your net/wall games unit, focus on **3E** by giving an opportunity for partners to look for the critical elements of underhand serving, and giving peer feedback to improve their performance. Either verbal or through written feedback form. Now you will have two pieces of evidence from one unit (skills and knowledge and personal and social behavior).







Academic Vocabulary-

Responsible, accepting feedback, resolving conflict, appropriate, safety, etiquette, cooperation, respect, ethical, and non-ethical

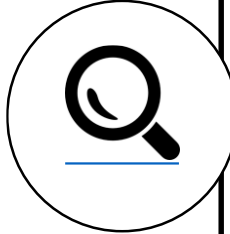


Fitness 6th-8th

4 	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. 	Learning Targets
3 	<p>Students:</p> <ul style="list-style-type: none"> 3A- Designs and implements a program of remediation for any selected fitness areas of weakness based on the results of health-related fitness assessment. (S3.M15.6) 3B- Compares and contrasts health-related and skill related components. (S3.M7.8) 3C- Designs and implements a warm-up and cool-down regimen for a self-selected physical activity. (S3.M12.8) 	<p>3A- I am learning how to use and compare my fitness results to create a plan of action to help me increase my overall fitness.</p> <p>3B- I am learning the difference between skill-related and health-related fitness components by comparing and contrasting different physical activities.</p> <p>3C- I am learning how to design and implement a warm-up and cool-down regimen.</p>
2 	<p>Students:</p> <ul style="list-style-type: none"> 2A- Completes fitness assessments (pre & post) (S3.E5.4A) 2B- Sets and monitors a self-selected physical-activity goal for activity based on current fitness level. (S3.M8.6) 2C- Distinguishes between health-related and skill-related fitness components (S3.M7.7) 2D- Designs a warm-up/cool-down regimen for a self-selected physical activity (S3.M12.7) 	
1 	<ul style="list-style-type: none"> Student performance reflects insufficient progress towards foundational skills and knowledge. 	

SHAPE Standard 3:

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



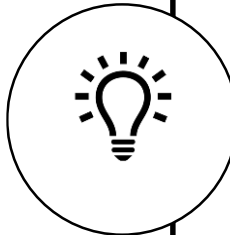
Teacher Clarifications

Consider planning your Fitness unit/topic in October and April as you are completing your FitnessGram assessments. Another opportunity you can create a Fall and Spring Fitness SMART goal sheet. After setting goals, they can plan their warm-up/cool-down activities specifically to meet their needs. Then allow 5 minutes before you start the class for individuals to complete their individual warm-up or cool-down. After students feel more comfortable, allow them to teach their warm-up or cooldown to the class.



Academic Vocabulary-

Health-related fitness components, Skill-related components, warm-up, cool-down, monitors, fitness, regimen, fitness plan, and remediation



Glossary Terms

Critical Elements- The key components of a motor skills that can be observed, the sum of which result in movement efficiency

Dynamic environment (open skills) - Skills performed in an environment that is dynamic, unpredictable and in motion. The goal for performers is to adapt movements in response to the dynamic and ever-changing environment. Examples include: invasion games, such as ultimate and soccer and net/wall games such as volleyball and tennis.

Fitness Activities- Activities with a focus on improving or maintaining fitness that might include yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba, and exergaming.

Mature Pattern-executing with efficiency the critical elements of the motor skills pattern in authentic environments.

Non-dynamic environment (closed skills) - Constant, predictable or stationary. Goal for the performer is to produce movements or skills that are consistent and accurate because the environmental context is non-dynamic, stable and unchanging.

Small-sided practice tasks- deliberate tasks designed to practice particular skills or tasks.

Success Criteria- these are specific techniques that you are “looking for” your students to demonstrate or complete.

Volley-To strike or give impetus (the force or energy in which a body a moves) to an object by using a variety of body parts.

Mature Patterns for Skills:

1. Mature Pattern for Throwing Underhand

Five Critical Elements:

- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist.
- Follow through to target.

3. Mature Pattern for Catching

Five Critical Elements:

- Extend arms outward to reach for ball.
- Thumbs in for catch above waist.
- Thumbs out for catch at or below the waist.
- Watch the ball all the way into the hands.
- Catch with hands only; no cradling against the body.
- Pull the ball into the body as the catch is made.
- Curl the body slightly around the ball.

2. Mature Pattern for Throwing Overhand

Five Critical Elements:

- Side to target in preparation for throwing action.
- Arm back and extended, and elbow at shoulder height or slightly above preparation for action; elbow leads.
- Step with opposite foot as throwing arm moves forward.
- Hip and spine rotate as throwing action is executed.
- Follow through towards target and across body.

4. Mature Pattern for Volleying Underhand

Five Critical Elements:

- Face the target in preparation for the volley.
- Opposite foot forward.
- Flat surface with hand for contact of the ball or volleybird.
- Contact with ball or volleybird between knee and waist level.
- Follow through upward and to the target.

5. Mature Pattern for Kicking

Five Critical Elements:

- Arms extend forward in preparation for kicking action.
- Contact with ball is made directly below center of ball.
(Travel in air); contact with ball is made directly behind
Center of ball (travel on the ground).
- Trunk leans back slightly in preparation for kicking action.
- Follow through with kicking leg extending forward and upward toward target.

7. Mature Pattern for Volleying Overhead

Five Critical Elements:

- Body aligned and positioned under the ball.
- Knees, arms, and ankles bent in preparation for the volley.
- Hands rounded; thumbs and first fingers make triangle
(Without touching) in preparation
- Ball contacts only the finger pads; wrists stay firm.
- Arms extended upward on contact; follow through slightly towards target.

6. Mature Pattern for Dribbling

Five Critical Elements:

- Knees slightly bent, opposite foot forward when dribbling in self-space.
- Contact ball with finger pads.
- Firm contact with top of ball, slightly behind the ball for travel.
- Ball to side and in front of body for travel.
- Eyes looking “over,” not down at, the ball.

8. Mature Pattern for Striking with Short Implement

Five Critical Elements:

- Racket back in preparation for striking.
- Step on opposite foot as contact is made.
- Swing racket or paddle low to high.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Follow through for completion of the striking action.



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9. Mature Pattern for Striking with Long Implement

Five Critical Elements:

- Bat up and back in preparation for the striking action.
- Step forward on opposite foot as contact is made.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Swing the bat on a horizontal plane.
- Wrist uncocks on follow-through for completion of the striking action.



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