



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

***Middle School Physical Education* ● Unpacked Content**

For the new Common Core standards that will be effective in all North Carolina schools in the 2012-13.

What is the purpose of this document?

To increase student achievement by ensuring educators understand what the standards mean a student must know and be able to do completely and comprehensively.

What is in the document?

Descriptions of what each standard means a student will know and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure that description is helpful, specific and comprehensive. In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

Physical education teachers need to focus on the most critical of the essential standards that students must know and be able to do. These critical objectives should be assessed (pre, during, post) and shared with the next grade level physical educator. Standards, Assessments and Selection Criteria in highlighted sections are suggested to be the most critical standards to assess.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful, specific and comprehensive. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.ncpublicschools.org/acre/standards/new-standards/>

Introduction

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

In Grades 6-8, students understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. They learn to use technology such as heart rate monitors to assist in measuring and monitoring their own performance. Identifying the types of activities that provide them with enjoyment and challenge and that will encourage them to be physically active throughout life is reinforced during instruction in these grades.

Grade 6

Motor Skill

6 . MS

Essential Standard

Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

Unpacking

What does this standard mean that a student will know and be able to do?

The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- Perform locomotor skills in dynamic fitness, sport, and rhythmic activities;
- use relationships, levels, speed, direction, and pathways effectively in complex group and individual physical activities such as crouching low for volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver;
- Perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences;
- Move in time to complex rhythmical patterns such as 3/4 time or 6/8 time;
- Design and refine a jump rope routine to music;
- Throw a variety of objects demonstrating both accuracy and distance such as frisbee, softball, and basketball;
- Strike a ball to a wall or a partner with a paddle/racquet using forehand and backhand strokes continuously;
- Strike a ball using a golf club or a hockey stick consistently so it travels in an intended direction and height;
- Hand and foot dribble while preventing an opponent from stealing the ball;
- Keep an object in the air without catching it in a small group such as volleyball and football; and
- Throw and catch a ball consistently while guarded by an opponent.

Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?		
<p>PE.6.MS.1.1: Use some specialized skills that are refined and appropriate for modified game play.</p>	<p>Throwing/Catching -</p> <p>Underhand</p> <ul style="list-style-type: none"> - bowling - bocce - cornhole - ladder golf <p>Overhand</p> <ul style="list-style-type: none"> - handball - fox tails - softball - football <p>Sidearm</p> <ul style="list-style-type: none"> - Frisbee <p>Back hand</p> <ul style="list-style-type: none"> - Frisbee 	<p>Striking w/feet -</p> <p>Soccer</p> <ul style="list-style-type: none"> - Ball control - Inside foot - Outside foot - trapping <p>Lead Up Games</p> <ul style="list-style-type: none"> - cone soccer - one-on-one soccer - soccer tag - 4 goal soccer - 4corner soccer 	<p>Striking w/ arms & hands</p> <p>Underhand</p> <ul style="list-style-type: none"> - Kinball - Newcomb - Gaga - Four-Square - V-ball serve - Four-arm pass - One-bounce V-ball <p>Overhand</p> <ul style="list-style-type: none"> - Volleyball serve/drive (beachball/omnikin) - Four-square volleyball (beachball/omnikin) <p>Dribbling</p> <ul style="list-style-type: none"> - Dribble knock-out - Relays - Right/Left - Crossover

	<p><u>Striking w/short implements</u></p> <p><u>Table Tennis/Pickle Ball</u></p> <p>Forehand</p> <ul style="list-style-type: none"> - grip - serve <p>Backhand</p> <ul style="list-style-type: none"> - grip <p>Underhand</p> <ul style="list-style-type: none"> - Serving(pickle ball) <p>Lead – Up Games</p> <ul style="list-style-type: none"> - Wall ball - Partner Toss - Line volley - Floor pong 	<p><u>Striking w/long implements</u></p> <p><u>Badminton</u></p> <p>Forehand/Backhand</p> <ul style="list-style-type: none"> - Wall ball - Partner Toss - Line volley <p>Forehand</p> <ul style="list-style-type: none"> - grip - serve <p>Backhand</p> <ul style="list-style-type: none"> - grip <p>Overhand</p> <ul style="list-style-type: none"> - Serving <p>Lead – Up Games</p> <ul style="list-style-type: none"> - Carry the birdie relay - Stroking the Bird - Badminton Golf 	
	ASSESSMENT		SAMPLE CRITERIA
	<p>Fundamental skill checklist for identified activity. Checklist will evaluate key components of throwing, catching, and striking as effectively used in modified game play.</p>		<p>Expectation: At least 80% of the students will demonstrate competency in throwing, catching, and striking based on scores on skill checklists specific to identified modified activity.</p>
<p>PE.6.MS.1.2: Integrate locomotor and manipulative skills with partner, in small-group, and in small-sided game situations.</p>	<p>Throwing – distance, accuracy, to stationary target, to moving target</p> <p>Overhand (flag football, softball/baseball, team handball)</p> <p>Underhand (bocce, bowling, cornhole, Frisbee games, ladder golf, tag rugby)</p>		

	<p>Catching/collecting</p> <p>Hands - object above waist, object below waist, object rolling, while moving, Frisbee, Kinball</p> <p>Feet/Knees – trapping, juggling (soccer)</p> <p>Kicking – distance, accuracy, grounded object, held object, (flag football, soccer)</p> <p>Striking</p> <ul style="list-style-type: none"> • With body parts (basketball, handball, volleyball, soccer, Kinball) • With short/long implements (badminton, cricket, floor hockey, pickle ball, softball/baseball, table tennis, tennis) • Forehand, backhand, overhand, underhand, and overhead <p>Sport specific skills</p> <p>Game play start with 1 v 1, 2 v 2, 3 v3, etc.</p>	
	ASSESSMENT	SAMPLE CRITERIA
	<p>Fundamental skill checklist for identified activity.</p> <p>Checklist will evaluate key components of throwing, catching, and striking as effectively used in modified game play.</p>	<p>Expectation:</p> <p>At least 80% of the students will demonstrate competency in throwing, catching, and striking based on scores on skill checklists specific to identified modified activity.</p>
<p>PE.6.MS.1.3: Explain the importance of practice to improve skill level.</p>	<p>Posters</p> <p>Group work</p> <p>Homework</p> <p>Checklist looking for improvement</p>	
<p>PE.6.MS.1.4: Use movement combinations in rhythmic activities.</p>	<p>Tumbling</p> <ul style="list-style-type: none"> • sequencing and combining skills through weight transfer (jumping/landing, rolls – log, forward, backward, shoulder) • step-like actions (cartwheel, round-off, square-off, front/back walkover) • balance into tumbling (headstand to forward roll) <p>Dance</p> <ul style="list-style-type: none"> • line dance (electric slide, cha-cha slide, cupid shuffle, Cleveland shuffle, down south shuffle) 	

- square dance (promenade, elbow turn, do-sa-do, allemande right)
- folk dance
- multicultural dance

Movement Concepts		6.MC
Essential Standard	Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.	
Unpacking		
What does this standard mean that a student will know and be able to do?		
The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:		
<ul style="list-style-type: none"> • Know that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills; • Make appropriate changes in performance based on feedback to improve skills; and • Practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions. 		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.6.MC.2.1: Apply principles of practice and conditioning that enhance movement performance.	Repetition of skill until it becomes habit: <ul style="list-style-type: none"> • Forearm pass vs overhead pass or drive in volleyball • Finger tips up vs finger tips down when fielding softball/baseball, catching football • Appropriate use of backhand, overhand, underhand, hammer throw in Frisbee games • Appropriate use of bounce pass, chest pass, and overhead pass in basketball • Appropriate use of forearm, backhand, drive, clear, drop in badminton • Appropriate use of close dribble, loose dribble, acceleration, deceleration in soccer. • Appropriate use of inside of foot, outside of foot and instep to control and pass the ball in soccer. 	
PE.6.MC.2.2: Explain the mechanics of various skills or sequences of movement to improve performance.	<ul style="list-style-type: none"> • Use information from a variety of sources to improve performance such as feedback from a peer and published documents. • Explore personal wellness by gathering information, considering alternatives and consequences that accompany such choices. • Recognize the general characteristics of movement that can be applied to specific settings such as moving to open space or speeding up or slow down to intercept an object. 	

	<ul style="list-style-type: none"> Use basic understanding of the knowledge of offensive and defensive strategies in activity settings.
	ASSESSMENT
	<p>Given a skill checklist specific to the activity, students will serve as peer evaluator using the instrument provided for both a pre and post test. Based on the peer evaluation, students will plan a program for improvement.</p>
	SELECTION CRITERIA
	<p>Expectation: At least 80% of the students will achieve the acceptable level on the program improvement plan based on the scoring rubric for the improvement plan. At least 70% will demonstrate skill improvement on the post skill evaluation.</p>
PE.6.MC.2.3: Explain when and why to use strategies and tactics within game play.	<ul style="list-style-type: none"> Moving into open space Movement to get open - Pick and roll, give and go, screens, fakes Man-to-man vs zone defense Defensive positioning Speeding up, slowing down to intercept an object
PE.6.MC.2.4: Use information from a variety of sources, both internal and external, to guide and improve personal health.	<ul style="list-style-type: none"> Identify community resources for physical activity Identify community resources for nutrition

Health-Related Fitness		6.HF
Goal 3	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	
Unpacking		
What does this standard mean that a student will know and be able to do?		
Students are expected to achieve and maintain an acceptable level of health-related fitness.		

Essential Standard	Unpacking What does this objective mean that a student will know and be able to do?	
PE.6.HF.3.1 Apply strategies that result in the achievement of gender- and age-related standards on approved fitness assessments.	Participate in a physical fitness assessment and develop a plan for improvement.	
	ASSESSMENTS: PE.6.HF.3.2: Use a variety of self-paced aerobic activities, keeping in the appropriate target heart rate zone/perceived exertion levels, including cool-down and appropriate post-activity stretching.	SAMPLE CRITERIA: PE.6.HF.3.3: Evaluate personal fitness programs in terms of the basic principles of training.
PE.6.HF.3.2: Use a variety of self-paced aerobic activities, keeping in the appropriate target heart rate zone/perceived exertion levels, including cool-down and appropriate post-activity stretching.	<ul style="list-style-type: none"> • Identify opportunities in the school and community for regular participation in physical activity; • Participate in moderate to vigorous health-related physical activities on a regular basis; • Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness such as personal logs, group projects, and no space/or criterion referenced tests; and • Identify and know how to use technological tools used for measuring and monitoring fitness parameters such as computer programs, heart rate monitors, skin-fold calipers, and impedance testing equipment. 	
	ASSESSMENTS: Students will self-monitor their heart rate (heart rate monitors, taking pulse rates, or other forms of assessment) while participating warm-ups, activity, and cool down. Students will maintain a heart rate log and record their heart rates at least three times during class.	SAMPLE CRITERIA: Expectation: At least 50% of the students will reach the appropriate heart rate zone at least once during the class period. At least 70% of the students will consistently complete workouts as evaluated by teacher-designed rubric.
PE.6.HF.3.3: Evaluate personal fitness programs in terms of the basic principles of training.	Sets realistic physical activity goals and strive to attain them through participation in physical activity of his or her choosing. Identify opportunities in the school and community for regular participation in physical activity (documentation of heart rate, perceived exertion, and include warm up and cool down through one of the following: <ul style="list-style-type: none"> • Journal • Contract • Pedometers • Heart rate monitors Describe the effects of aerobic exercise on the heart and overall health; Analyze effects of exercise on heart rate through the use of manual pulse checking and recovery rates, heart rate monitors, perceived exertion scales, and/or computer generated data;	

	ASSESSMENTS:	SAMPLE CRITERIA:
	Students will complete a fitness plan following the assigned outline. The fitness plan must include all elements in FITT.	Expectation: At least 90% of the students will score at the acceptable or above levels based on a teacher designed rubric on their fitness plan.

Personal/Social Responsibility		6 .PR
Essential Standard	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	
<p>Unpacking What does this standard mean that a student will know and be able to do? The learner will demonstrate responsible personal and social behavior that respects self and others in physical activity settings. The students are expected to:</p> <ul style="list-style-type: none"> • Appreciate the aesthetic and creative aspects of skilled performance in others and self. • Make conscious decisions about playing within the rules, procedures, and etiquette of a game or activity. • Utilize time effectively to complete assigned tasks. • Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities. • Resolves interpersonal conflicts with sensitivity to the rights and feelings of others. 		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.6.PR.4.1: Use appropriate strategies to seek greater independence from adults when completing assigned tasks.	<ul style="list-style-type: none"> • Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations; • Adhere to deadlines: • Officiating techniques: and • Game officiating 	
PE.6.PR.4.2: Use well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.	<ul style="list-style-type: none"> • Identify and follow rules while playing sports and games; • Accept decisions made by game officials such as student, teachers, and officials outside the school; • Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice; and • Modify games/activities to improve the game/activity. 	

	ASSESSMENT	SAMPLE CRITERIA
	<p>Students, in small groups, will develop a personal responsibility contract based on Hellison’s Personal Responsibility Model with their group. They will use the contract to guide their behavior in the group. Students will participate in team building activities and evaluate the effectiveness of their contract.</p>	<p>Expectation: There will be 95% compliance with the student created personal responsibility contracts. Rubric used for assessments of implementation of the personal contract could be based on Hellison’s model.</p>
<p>PE.6.PR.4.3: Analyze conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.</p>	<ul style="list-style-type: none"> • Handle conflicts that arise with others without confrontation; • Peer mediation • Expectations for dealing with rule violations • Expectations for dealing with discrepancies 	

Grade 7

Seventh grade students apply similar concepts from one sport or movement setting to another. Students can observe another individual's performance and notice key elements for success. At this grade level, students participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bodies grow and change. Their knowledge of safety and the ability to manage their own behavior is reinforced. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development.

Motor Skill		7. MS
Essential Standard	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	
Unpacking		
What does this standard mean that a student will know and be able to do?		
The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:		
<ul style="list-style-type: none"> • Coordinate movements with teammates to achieve team goals; • Demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball; • Demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking; • Perform selected folk, country, square, line, creative, and/or aerobic dances; • Design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow; • Demonstrate, without cue, critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand, striking with a racket or club, or batting; • Combine skills competently to participate in modified versions of team and individual sports; and • Demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses. 		
Clarifying Objective	Unpacking	
	What does this objective mean that a student will know and be able to do?	
PE.7.MS.1.1: Execute complex combinations of movement specific to game, sport, or physical activity settings games in at least one of the following activities or compositions:	THROWING & CATCHING - Progression skill is taught to the students. Underhand → Overhand → Side arm → Back hand → Toward stationary targets → Moving targets → Incorporate into small sided games/activities → Sport Ed Model in which teamwork, strategies, etc. are used within actual game settings. STRIKING WITH BODY PARTS - Progression skill is taught to the students. Feet → Arms/Hands → Underhand → Overhand → Toward stationary targets → Moving targets → Incorporate	

aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance and gymnastics.

into small sided games/activities → Sport Ed Model in which teamwork, strategies, etc. are used within actual game settings.

Feet: Kicking → kicking stationary object → kicking moving object → punting

1st Progression: Stationary kicking toward stationary object → stationary kicking toward moving target

2nd Progression: Player moving and kicking to stationary target → Player moving and kicking to a moving target

Arms/Hands: 1 hand underhand → 2 hand underhand → 2 hand overhead → 1 hand overhand [all of the above can probably be done with stationary player, moving player, stationary target, moving target]

striking with 1 hand underhand against a stationary object (serve) → 2 hand underhand to a stationary object (forearm pass) → 2 hand underhand to a moving target (forearm pass) → 2 hand overhead to a stationary target (set) → 2 hand to a moving target (set) → 1 hand overhand stationary (overhand serve) → 1 hand moving player and object (hit/kill/spike)

Arms/Hands – dribbling: 1 hand stationary → 1 hand moving → 1 hand non-dominant hand stationary → 1 hand non-dominant hand moving → alternating hands stationary → alternating hands moving

STRIKING WITH IMPLEMENTS

Progression skill is taught to students

Striking with short implement → striking with short implement forehand striking with short implement backhand striking with implement overhand striking with long implement striking with long implement forehand striking with implement backhand striking with long implement overhand

COMBINING SKILLS

- Pass from dribble (basketball, soccer, floor hockey team handball)
- Pivot and pass (basketball, football, Frisbee games, lacrosse, team handball)
- Give and go (basketball, football, floor hockey, soccer, team handball)
- Catch, pass/shoot (basketball, floor hockey, soccer, team handball)
- Collect and throw (baseball/softball, basketball, lacrosse, soccer, team handball)
- Group passing w/defenders
- Partner pass and receive

<p>PE.7.MS.1.2: Illustrate fundamental motor skills and complex skills that contribute to movement proficiency in small sided game situations.</p>	<p><u>Throwing/Catching</u> Small Sided Games Underhand</p> <ul style="list-style-type: none"> - Ladder golf - bocce - cornhole - tag rugby <p>Overhand</p> <ul style="list-style-type: none"> - handball games 	<p><u>Striking w/Body Parts</u> Small Sided Games Feet - Soccer</p> <ul style="list-style-type: none"> - One-on-one soccer - Soccer tag - 4 corner soccer - 2-on-2 soccer (no goalie) - 3-on-3 soccer (no goalie) <p>Arms/Hands</p>	<p><u>Striking w/Implements</u> Small Sided Games <u>Table Tennis/Pickle Ball</u> Forehand</p> <ul style="list-style-type: none"> - grip - serve <p>Backhand</p> <ul style="list-style-type: none"> - grip
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	<ul style="list-style-type: none"> - flicker football - softball (roller bat) <p>Sidearm</p> <ul style="list-style-type: none"> - Ultimate Frisbee <p>Back hand</p> <ul style="list-style-type: none"> - Ultimate Frisbee - 	<p>Small Sided Games</p> <p>Underhand</p> <ul style="list-style-type: none"> - Gaga - Four-Square - V-ball underhand pass - One-bounce V-ball - Prison V-ball - Queen/King Court <p>Overhand</p> <ul style="list-style-type: none"> - Four-square V-ball - V-ball set <p>Dribbling</p> <ul style="list-style-type: none"> - Right/Left - Crossover - Behind back - Spin - Between leg - Two-ball - Dribble knock-out - Relay 	<p>Underhand</p> <ul style="list-style-type: none"> - Serving(pickle ball) <p>Lead – Up Games</p> <ul style="list-style-type: none"> - Wall ball - Partner Toss - Line volley - Floor pong - Cut throat <p><u>Badminton</u></p> <p>Forehand</p> <ul style="list-style-type: none"> - grip - serve <p>Backhand</p> <ul style="list-style-type: none"> - grip <p>Overhand</p> <ul style="list-style-type: none"> - Serving <p>Lead – Up Games</p> <ul style="list-style-type: none"> - Carry the birdie relay - Stroking the Bird - Badminton Golf - Bird in the Hoop
	ASSESSMENT		SAMPLE CRITERIA
	<p>Students will participate in small-sided games or individual and dual sport activities. A rubric will be used to assess student effective use of fundamental movement skills and movement patterns for teacher identified activities. For example, in volleyball students will be assessed not only on the execution of the forearm pass, but on their ability to place the forearm pass to gain an offense advantage. Assessments will be completed on teacher selected activities with at least three activities being evaluated per year.</p>		<p>Expectation: At least 80% of the students will be at the competency or above level in one of the three activities selected for evaluation. An analytical rubric will be used for assessments of students.</p>

PE.7.MS.1.3: Execute basic offensive and defensive strategies for an invasion game or net/wall activity.	Man to man Zone Open/closed lanes Open/closed space
PE.7.MS.1.4: Create movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.	<ul style="list-style-type: none"> • Gymnastics/tumbling – create routines combining 3 or more skills keeping to the beat of music (floor exercise, balance beam) • Dance – combine basic steps of line dancing to create a line dance <ul style="list-style-type: none"> ○ Line dance– grapevine, Charleston, cha-cha, slide, hip hop moves ○ Square dance - promenade, elbow turn, do-sa-do, allemande right

Movement Concepts		7.MC
Essential Standard	Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.	
Unpacking		
What does this standard mean that a student will know and be able to do?		
The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:		
<ul style="list-style-type: none"> • Create and modify activities that provide practice of selected skills to improve performance such as practice with non-dominant hand, practice specific game situations, or practice jumps or cartwheels in both directions; • Identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving; • Describe the importance of goal setting in improving skill; • Detect and correct errors in personal or partner's skill performance; • Make appropriate changes in performance based on feedback; • Identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support; and • Use basic offensive and defensive strategies while playing a modified version of a sport. 		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.7.MC.2.1: Apply concepts from other disciplines, such as physics, to movement skills.	<ul style="list-style-type: none"> • Newton’s Laws of Motion – how do these laws apply to manipulation of an object • Activities that involve levers, angles, and trajectory 	

<p>PE.7.MC.2.2: Contrast information from a variety of sources, both internal and external, in terms of their relevance to guiding, improving, and modifying performance.</p>	<ul style="list-style-type: none"> • Time – when to start motion for contacting object (speed, pathway, distance) • Space – directing object to intended location (batting, volleyball drive/hit/serve, lead pass) • Flow – change of direction, acceleration, and deceleration • Force – speed and effort needed to direct object (batting, throwing, kicking, pushing) 	
	ASSESSMENT	SELECTION CRITERIA
	<p>Students will demonstrate the following offensive and defensive skills while participating in modified games:</p> <p>Offensive Skills: Give and Go Fakes (ball/head) Pivots Changing (direction/speed)</p> <p>Defensive Skills: Player to player Reducing size of passing lane</p>	<p>Expectation: At least 80% of the students will be able to use one of the offensive skills to create open space during modified game play. At least 80% of the students will be able to use one of the defensive skills to close open space.</p>
<p>PE.7.MC.2.3: Apply game strategies and tactics at appropriate times and in appropriate ways.</p>	<ul style="list-style-type: none"> • Checklist • Student coaches (such as in sport education model) • Stations with scenarios to create or select strategies/ tactics to use • Exergaming opportunities 	
<p>PE.7.MC.2.4: Understand the relationship between ones social life and healthy habits such as physical activity, nutrition, and sleep.</p>	<ul style="list-style-type: none"> • Explore family traditions • Evaluate social activities in a project on healthy habits • Record sleep, nutrition, and physical activity 	

Health-Related Fitness

7.HF

Essential Standard	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	
Unpacking What does this standard mean that a student will know and be able to do? Students are expected to achieve and maintain an acceptable level of health-related fitness.		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.7.HF.3.1 Use the gender and age related health related physical fitness standard defined by an approved fitness assessment to self evaluate fitness levels.	Participate in a physical fitness assessment and develop a plan for improvement.	
	ASSESSMENTS: Students will participate in pre and post fitness assessments. Based on the pre test, students will set one personal fitness goal for the end of the grading period. At the end of the grading period, students will use the same fitness assessment to determine if they met their personal fitness goals.	SAMPLE CRITERIA: Expectation: All students will set an appropriate fitness goal based on their pre-assessment. At least 50% of the students will achieve their fitness goal based on their post-test scores.
PE.7.HF.3.2: Analyze data to examine the relationship between physical activity and caloric intake.	<ul style="list-style-type: none"> • Caloric intake/caloric expenditure • Compare activity to calorie expenditure • Identify effort/intensity as a means to increase caloric expenditure 	
PE.7.HF.3.3: Illustrate a variety of training methods.	<ul style="list-style-type: none"> • Aerobic / Anaerobic • Isotonic / Isometric / Isokinetic • Static / Dynamic • Specificity / Progression / Overload / Regularity / Training differences (FITT) 	
	ASSESSMENTS: In order to meet their identified goals, students develop a physical activity plan that includes aerobic, anaerobic, interval, and circuit training. Students will develop the plan for the grading period and implement the plan for improvement outside of the class period.	SAMPLE CRITERIA: Expectation: At least 80% of the students will submit a plan that achieves the acceptable level on the teacher developed rubric. At least 50% of the students will successfully implement their plan as measured by their post-fitness evaluation and the meeting of their self-identified fitness goals.

Personal/Social Responsibility

7.PR

Essential Standard

Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

Unpacking

What does this standard mean that a student will know and be able to do?

Students will demonstrate responsible personal and social behavior that respects self and others in physical activity settings. The students are expected to:

- Invites all students, regardless of ability, race, gender etc., to participate in physical activity and displays sensitivity to the needs and feelings of others during physical activities.
- Develop strategies to communicate ideas and feelings.
 - body language
 - gestures
 - body movements
- Recognizes physical activity as a positive opportunity for social and group interaction to promote a safe school environment.
- Engage in fair play and show self-control by accepting a controversial decision.
- Seeks out participants with and shows respect for a peer with varying skill ability.

Clarifying Objective

Unpacking

What does this objective mean that a student will know and be able to do?

PE.7.PR.4.1: Contrast between appropriate and inappropriate strategies to seek greater independence from adults when completing assigned tasks.

- Recognize the role of games, sport, and dance in getting to know and understand others;
- Analyze independent behaviors from the class, recreational opportunities and sporting events;
- Checklist of behaviors assessment

ASSESSMENT

SAMPLE CRITERIA

In small groups, students create a checklist of “fair play” behaviors. After creating the checklist, students identify specific behaviors that they need to work on to become a better teammate and classmate. They sign an individualized “fair play” contract based on their self-assessment.

Expectation:
All students will sign a “fair play” contract. At the end of the grading period, all students will self-assess how successfully they met the conditions of their contract.

<p>PE.7.PR.4.2: Contrast between appropriate and inappropriate strategies to communicating ideas and feelings.</p>	<ul style="list-style-type: none"> • Solve problems in physical activities by analyzing causes and potential solutions; • Work cooperatively in a group to achieve group goals in competitive as well as cooperative settings; • Accept decisions made by game officials such as student, teachers, and officials outside the school; • Use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams
<p>PE.7.PR.4.3: Understand the role of diversity in physical activity respecting limitations and strengths of members of a variety of groups.</p>	<ul style="list-style-type: none"> • Cooperation Activities (partner challenges, small group challenges – sport and non-traditional activities) • Team building activities eliminating use of body part (sight, hearing, use of arm, use of leg) • Challenge Course (low elements, high ropes, climbing wall) • Sport Education model – assign specific roles and responsibilities

Grade 8

In Grade 8, although the acquisition of physical fitness and skill development is important, emphasis is placed more on participation for enjoyment and challenge, both in and out of school. Understanding the need to remain physically active throughout life by participating in enjoyable lifetime activities is the basis for eighth grade instruction.

Motor Skill		8. MS
Essential Standard	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	
Unpacking		
What does this standard mean that a student will know and be able to do?		
The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:		
<ul style="list-style-type: none"> • Demonstrate appropriate relationships of the body to an opponent in dynamic game situations; • Demonstrate appropriate speed and generation of force (i.e., running sprints, running distance, throwing a disc, jumping, or kicking); • Perform variety of dances; • Design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow; • Demonstrate without cue critical elements in specialized skills related to sports • Combine skills competently to participate in modified versions of team and individual sports; and • Demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses. 		
Clarifying Objective	Unpacking	
	What does this objective mean that a student will know and be able to do?	
PE.8.MS.1.1: Execute proficiency in some complex combinations of movement specific to game, sport, or physical activity settings in at least two of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance and	<ul style="list-style-type: none"> • Throwing and catching • Striking with body parts • Striking with short and long handed implements • Balance and weight transfer • On the ball skills • Pass from dribble (basketball, soccer, floor hockey team handball) • Pivot and pass (basketball, football, Frisbee games, lacrosse, team handball) • Give and go (basketball, football, floor hockey, soccer, team handball) • Catch, pass/shoot (basketball, floor hockey, soccer, team handball) 	

gymnastics.	<ul style="list-style-type: none"> • Collect and throw (baseball/softball, basketball, lacrosse, soccer, team handball) • Group passing w/defenders • Maintaining position of object while avoiding defenders • Partner pass and receive <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>Throwing/Catching</u></td> <td style="text-align: center;"><u>Striking w/Body Parts</u></td> <td style="text-align: center;"><u>Striking w/Implements</u></td> </tr> <tr> <td style="text-align: center;">Sport Ed Model Tactical Approach</td> <td style="text-align: center;">Sport Ed Model Tactical Approach</td> <td style="text-align: center;">Sport Ed Model Tactical Approach</td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Flag football - Softball - Lacrosse - Disc Golf - Ultimate </td> <td style="vertical-align: top;"> <p style="text-align: center;"><u>Feet</u></p> <ul style="list-style-type: none"> - Soccer - Soggi - Speedball - Gaelic Football - Tag Rugby <p style="text-align: center;"><u>Arms/Hands</u></p> <ul style="list-style-type: none"> - Volleyball - Basketball </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Table Tennis - Pickle Ball - Badminton - Floor hockey - Softball - Lacrosse - Cricket </td> </tr> </table>		<u>Throwing/Catching</u>	<u>Striking w/Body Parts</u>	<u>Striking w/Implements</u>	Sport Ed Model Tactical Approach	Sport Ed Model Tactical Approach	Sport Ed Model Tactical Approach	<ul style="list-style-type: none"> - Flag football - Softball - Lacrosse - Disc Golf - Ultimate 	<p style="text-align: center;"><u>Feet</u></p> <ul style="list-style-type: none"> - Soccer - Soggi - Speedball - Gaelic Football - Tag Rugby <p style="text-align: center;"><u>Arms/Hands</u></p> <ul style="list-style-type: none"> - Volleyball - Basketball 	<ul style="list-style-type: none"> - Table Tennis - Pickle Ball - Badminton - Floor hockey - Softball - Lacrosse - Cricket
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PE.8.MS.1.2: Analyze fundamental motor skills and specialized skills that contribute to movement proficiency in small sided game situations.	Dribbling while running Passing and catching while guarded Striking a thrown object during modified games and activities In and Out of cones Give and Go Pick and Roll Bowling unit Zumba										
	ASSESSMENT	SAMPLE CRITERIA									
	Students will participate in small-sided games or individual and dual sport activities. A rubric will be used to assess student effective use of fundamental movement skills and movement patterns for teacher identified activities. For example, in badminton	Expectation: At least 80% of the students will be at the competency or above level in two of the three activities selected for evaluation. An analytical rubric will be used for assessments of students.									

	<p>students will be assessed on their ability to execute the forehand and backhand strokes. In addition, students will be assessed on their shot selection based on the most effective tactic or strategy used during game play and their ability to move the opponent around the court. Assessments will be completed on teacher selected activities with at least three activities being evaluated per year.</p>					
<p>PE.8.MS.1.3: Apply basic strategy and tactics that contribute to successful participation.</p>	<p>Compose basic offensive and defensive strategies in a modified version of team and individual sports through small sided games (e.g. stays between opponent and goal, moves between opponent and goal, hits object away from opponent)</p> <p>Invasion Games Keep Away Sport specific games</p>	<table border="1"> <thead> <tr> <th data-bbox="611 738 1293 776">ASSESSMENT</th> <th data-bbox="1297 738 1976 776">SAMPLE CRITERIA</th> </tr> </thead> <tbody> <tr> <td data-bbox="611 779 1293 1243"> <p>Students will demonstrate the following offensive and defensive skills while participating in modified games:</p> <p>Offensive Skills: Give and Go Fakes (ball/head) Pivots Changing (direction/speed) Screen Pick & roll</p> <p>Defensive Skills: Player to player Reducing size of passing lane Maintaining “triangle” with ball, opponent, and goal.</p> </td> <td data-bbox="1297 779 1976 1243"> <p>Expectation: At least 80% of the students will be able to use two offensive and two defensive skills during modified game play.</p> </td> </tr> </tbody> </table>	ASSESSMENT	SAMPLE CRITERIA	<p>Students will demonstrate the following offensive and defensive skills while participating in modified games:</p> <p>Offensive Skills: Give and Go Fakes (ball/head) Pivots Changing (direction/speed) Screen Pick & roll</p> <p>Defensive Skills: Player to player Reducing size of passing lane Maintaining “triangle” with ball, opponent, and goal.</p>	<p>Expectation: At least 80% of the students will be able to use two offensive and two defensive skills during modified game play.</p>
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<p>PE.8.MS.1.4: Use movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.</p>	<ul style="list-style-type: none"> • Gymnastics/tumbling – create routines combining 5 or more skills keeping to the beat of music (floor exercise, balance beam) • Dance – combine basic steps of line dancing to create a line dance <ul style="list-style-type: none"> ○ Line dance– grapevine, Charleston, cha-cha, slide, hip hop moves ○ Square dance - promenade, elbow turn, do-sa-do, allemande right 					

- Partner dances – fox trot, waltz, shag, salsa, various ballroom dances

Movement Concepts		8.MC
Essential Standard	Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.	
Unpacking What does this standard mean that a student will know and be able to do?		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.8.MC.2.1: Integrate increasingly complex discipline-specific knowledge, such as biomechanics, with movement skills.	<ul style="list-style-type: none"> • Force (absorption, impact of more than one force, speed of object, generation of force) • Torque (how to generate, change) • Levers (length, speed, force generated) • Air resistance (impact on object, shape of the object, impact on flight) • Trajectory / Projection (changing flight path, angles, force applied) • Point of contact (impact on object, shape of the object, impact on flight) 	
	ASSESSMENT	SELECTION CRITERIA
	Using teacher created worksheets, students (alone, with a partner, or in small groups) will identify various scientific principles and describe how these principles apply to human performance. For example, how the length of a racket affects accuracy and power in various striking sports or how the line of gravity affects balance for various gymnastics skills.	Expectation: At least 80% of the students will score at the acceptable level or above on all worksheets. The acceptable level is defined as 70% of the answers are correct.
PE.8.MC.2.2: Compare movement concepts and principles and critical elements of activity of performances representing different levels of skill.	<ul style="list-style-type: none"> • Students perform peer observations to identify evidence of critical elements included in skill performance. • Students perform peer observations to assess skill level. 	

PE.8.MC.2.3: Integrate strategies and tactics within game play.	Examines and puts into practice strategies (e.g strengths and weaknesses individually and as a team) and tactics (offensive and defensive) in modified/small sided games and game play.	
	ASSESSMENT	SELECTION CRITERIA
	Students will participate in full- sided games and activities effectively using offensive and defensive strategies. Teachers will create activity specific analytical rubrics to assess students’ effect use of defensive and offense tactics during game play. At least one dual/individual sport activity and one team sport activity must be evaluated.	Expectation: At least 80% of the students will be at the competency or above level in one individual and one team sport activity. An analytical rubric will be used for assessments of students.
PE.8.MC.2.4: Generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills.	<ul style="list-style-type: none"> • Students use knowledge of physics and biomechanics to refine skills • Students are presented with tactical problems to determine skill needed to improve, refine, acquire skill needed for success. 	

Health-Related Fitness		8.HF
Essential Standard	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	
Unpacking		
What does this standard mean that a student will know and be able to do?		
Students are expected to achieve and maintain an acceptable level of health-related fitness.		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.8.HF.3.1: Evaluate progress toward achieving health-related fitness standards, using the results to make improvements.	Participate in and evaluate your fitness scores and develop a plan for progress towards fitness standards/goals in the 5 fitness components.	
	ASSESSMENTS:	SAMPLE CRITERIA:
	Students will participate in pre and post fitness assessments. Based on the pre test, students will set at least two fitness goals for the end of the grading period.	Expectation: All students will set appropriate fitness goals based on their pre-assessment. At least 70% of the students will

	At the end of the grading period, students will use the same fitness assessment to determine if they met their personal fitness goals.	achieve their fitness goals based on their post-test scores.
PE.8.HF.3.2: Summarize the potential short and long-term physical, social, and emotional impacts of physical activity as a positive lifestyle choice.	Explores a variety of new activities for personal interest in and out of the Physical Education setting.	
	Describes the short and long term benefits of regular participation in physical activity (e.g., stress management, positive self-image)	
	ASSESSMENTS: Students write an essay based on teacher created guidelines. The essay will include a description of physical activity impacts on individual wellness and longevity. Students will support their comments with cited research from appropriate sources.	SAMPLE CRITERIA: Expectations: At least 90% of the students will score at the acceptable or above level on a teacher created rubric for the essay. Rubric will include content requirements, use of research to support description, and effective written communication.
PE.8.HF.3.3: Use a variety of resources to assess, monitor, and improve personal fitness.	Participate in health enhancing levels of physical activity on a daily basis (e.g. pedometers, heart rate monitors, fitness journals). Participate in a progression of activities that will maintain or improve personal fitness levels.	
	ASSESSMENTS:	SAMPLE CRITERIA:
	Students will create a fitness portfolio that will include: 1) Pre/post test fitness assessment results. 2) At least three fitness goals based on pre assessment results. 3) A fitness plan for the achievement of the self-identified goals. 4) A completed activity log for at least a 6 week period. 5) A plan for monitoring progress which could include heart rate monitors, pedometers, weight training logs, software programs, diet logs, etc.	Expectations: All students will maintain a fitness portfolio. At least 70% will achieve their self-identified fitness goals. At least 80% of the students will achieve the acceptable or above levels on their portfolio based on a teacher created analytical rubric.

Personal/Social Responsibility

8.PR

Essential Standard

Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

Unpacking

What does this standard mean that a student will know and be able to do?

- Willingly join others of diverse culture, ethnicity, and gender during physical activity.
- Work cooperatively with peers of differing skill to promote a safe school environment.
- Recognize causes and then demonstration potential solutions to issues as related to a safe school environment and the physical activity setting.
 - Controversial decisions
 - Safe areas of play
- Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.
- Display empathy to the feelings of others during physical activities.
- Recognize the diversity and/or different cultures differences in participation in physical activity.

Clarifying Objective

Unpacking

What does this objective mean that a student will know and be able to do?

PE.8.PR.4.1: Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.

- Students analyze various scenarios to determine appropriate safety techniques and choices made.
- Students analyze various situations to determine the appropriate response that best demonstrated good sportsmanship.
- Students officiate games and activities and make appropriate calls during game play.
- Demonstrate conflict resolution skills; importance of positive attitude, sportsmanship, etiquette, fair play, and support to teammates and opponents whether you win or lose during group physical activity.

PE.8.PR.4.2: Exemplify well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

- Work cooperatively with a group to achieve group goals in competitive, as well as, cooperative setting (small- sided/modified games)
- Demonstrate positive behaviors that contribute to the success of a group.
- Examine how to modify the rules/strategies/tactics of an activity or game in order to include every participant such as students working in groups to develop a video or role-play to show a rule, the official's signal for violation of the rule, and the result of the violation.

PE.8.PR.4.3: Compare factors in different cultures that influence the choice of physical activity and nutrition.

- Research popular sports/activities in other cultures.
- Research physical activity and sport in various countries and impact on culture.
- Compare findings to the United States view of physical activity/sport.
- Compare various physical activities and sports that are popular in various parts of the United States.