Middle School Physical Education Scope & Sequence

Standard 1- The physically literate individual demonstrates competency in a variety of motor skills and movements.

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.

6th grade

Skills Theme	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
Group Initiative s Suggeste d Activities *Tennis *Soccer *Volley ba ll	-Play within the rules for safe practices - Strategies -Problem solving - Sportsmans hi p	Standard 4, Standard 5 -Demonstrates self-control and safe practices during activities (Affective) -Model group problem solving strategies for improvement/success by demonstrating respect, sensitivity, and compassion towards partners/groups	-Why is effective communication and respect for others important in small group activities? -How do you identify differences between positive and negative group communication? -How can positive attitudes promote success in small group activities? -How can group members show respect for each other?.

*Basketb all *Footb all *Hocke y	-Honest feedback - Compassio n - Inclusivene ss skills	(Affective) -Model sportsmanship during group activities (Affective)	

	Tactical Game Concept s - Commu nicati on betwee n players - Attack /use/ create space		

| Integrated Movement Suggested Activities *Tennis *Soccer *Volleyball *Dance *Basketball *Football *Hockey | -Create sequence of repeated patterns -Transition -Offense/ Defense positioning/ strategies -Evaluation of movement patterns using a rubric assessment **Tactical Game Concepts** -Set up attack by | Standard 1, Standard 2, Standard 3, Standard 4 -Demonstrate a sequence of skill-related movements (Psychomotor) -Perform offensive strategies in modified games (Psychomotor) -Perform defensive strategies in modified games (Psychomotor) -Evaluate movement patterns in a variety of skill theme activities (Cognitive) | -How do skill-related fitness components affect movement? -Why does speed and direction change when receiving a moving object? -Why is moving to open space important? -How do you transition between offense and defense? |

	creating space on		

	opponent's side - Communication between players		

Throwing and Catching Suggested Activities *Cricket *Speedball *Basketball *Football	-Efficient throwing and catching technique -Evaluation of skills using a rubric assessment -Offensive and defensive strategies -Gain and maintain possession **Tactical Games Concepts** -Aim and release projectile: intended direction and intended distance	Standard 1, Standard 4 -Perform catching a thrown object in a variety of tactical game situations (Psychomotor) - Demonstrate mature throwing skills within modified games (Psychomotor) -Evaluate throwing and catching using a peer/self-assessment rubric (Cognitive)	-How does opposition affect the outcome of a throw? -Why does your follow through determine the path of the thrown object? -Why is tracking an object an important part of the catching process? -Why is absorption an important factor when receiving an object? -How can the concept of space benefit an offensive or defensive strategy?

Striking Skills Suggested Activities *Hockey *Softball *Tennis *Volleyball	-Efficient striking technique -Evaluation of skills using a rubric assessment -Offense/ defense strategy -Hit to open space **Tactical Games Concepts** -Hit the projectile: intended direction/ intended distance	Standard 1, Standard 2, Standard 4 -Demonstrate mature striking skills within modified striking games (Psychomotor) -Demonstrates striking an object using an implement or body part (Psychomotor) -Evaluate striking skills using a rubric assessment (Psychomotor)	-How do boundaries of an activity influence your striking ability? -How can the angle of your strike affect the trajectory of an object? -How do your follow through with impact striking accuracy? -How can you strike the object to make your opponent move to it?
Fitness Suggested Activities *CCPS Fitness Assessment *Fitness	-Demonstrate knowledge of FITT guidelines	Standard 3, Standard 4, Standard 5 -Model FITT guidelines to physical activities (Psychomotor) -	-How do you determine the intensity of an activity? -What factors should you consider when choosing which foods to eat? - Why is eating nutritious food necessary for leading a healthy

	-Assess components of health related	Compare and contrast the relationship between caloric expenditure and physical activity (Cognitive) -Perform in a health-related	lifestyle? -How does the frequency and intensity of exercise contribute to a healthy lifestyle?

lab activities using technology *Calculate heart rate zone *Fitness component warm ups *Nutritional discussions *Assessment reflection *Cross-Fit *Weight Training *Circuit Training	fitness -Explain the benefits of physical activity -Identify factors that influence physical activity -Compare fitness scores to establish short/long term goals -Compare and contrast aerobic vs. anaerobic activities -Discuss the	fitness assessment (Psychomotor) -Demonstrate the intensity of the activity to sustain THRZ while engaging in physical activity (Psychomotor) -Calculate heart rate zones (Cognitive) -Compare and contrast results of a health-related fitness assessment (Cognitive)	

	relationship between nutrition and physical activity -Heart Rate zones		

Middle School Physical Education Scope & Sequence

7th grade

Skills Theme	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions

Group Initiatives Suggested Activities *Tennis *Soccer *Basketball *Football	-Play within the rules for safe practices -Listening skills -Identify conflict resolutions skills -Strategies for problem solving techniques -Sportsmanship -Constructive feedback -Leadership -Trust -Safety practices -Self-control **Tactical Game Concepts**	Standard 4, Standard 5 -Model leadership (Affective) -Create and apply strategies for successful solutions (Affective) -Demonstrate self-control and safe practices for activities(Affective) -Model sportsmanship during group activities (Affective)	-Why is it important to have consequences when game rules are not followed? -How can you prevent injuries that could occur during activity? -What happens when peers of different abilities are not respected? -What behaviors portray appropriate and inappropriate sportsmanship?

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	Communication between players -Attack/ use/ create space		
Integrated Movement Suggested Activities *Tennis *Volleyball *Dance *Basketball	-Create sequences -Offense/ Defense positioning /strategies -Evaluation of skills using a rubric assessment **Tactical Game Concepts** -Set up attack by creating space on	Standard 1, Standard 2, Standard 3, Standard 4 -Demonstrate a sequence of skill-related movements (Psychomotor) -Identify offensive strategies for tactical games categories (Psychomotor) -Identify defensive strategies for tactical games categories(Psychomotor) -Evaluate combination of movement patterns in a skill sequence (Cognitive)	-Identify similarities that exist between skillful movement sequences? -How do offensive skills and strategy contribute to creating scoring opportunities? -How can effective defensive pressure be applied to reduce an offensive player's success? -What are the advantages of being able to participate in a variety of movement activities?

	opponent's side - Communic ation between players		
Throwin g and Catching	-Efficient throwing and catching	Standard 1, Standard 4 -Demonstrate mature throwing skills in order to throw	-What factors must a student consider when throwing to a moving target?

Suggested Activities *Cricket *Speedball *Basketball *Football	technique -Evaluation of skills using a rubric assessment -Apply and control force of a projectile with accuracy **Tactical Games Concepts** -Aim and release projectile: intended direction and intended distance -Win/get possession - Communication between players	accurately to a moving target within a small group (Psychomotor) -Demonstrate mature catching skills by catching an object while moving (Psychomotor) -Analyze and assess throwing and catching using a rubric (Cognitive) -Demonstrate effective communication techniques in a variety of tactical game situations (Psychomotor)	-How does force affect accuracy for throws at different distances? -How does absorption improve catching success? -Why should you maintain momentum while catching an object? -How can communication improve the success of your team during game play?

Striking Skills Suggested Activities	-Efficient striking technique -Evaluation of skills using a	Standard 1, Standard 2, Standard 4 -Demonstrateoffensive/ defensive striking strategies in modified games (Psychomotor)	-How does the position of the opposing team affect your striking approach? -How can power and force be generated to strike an object?

*Hockey *Softball *Tennis *Volleyball	rubric assessment **Tactical Games Concepts** -Offense/ Defense strategies -Attack and defend space -Hit the projectile: intended direction/ inte nded distance	-Demonstrates striking of a moving object with accuracy using a body part during practice (Psychomotor) -Demonstrates striking of a moving object with accuracy using an implement during practice (Psychomotor) -Analyze striking skill development through feedback (Cognitive)	-How does a moving opponent impact your striking success? -How can the mechanics of striking vary when engaging with an opponent in different activities? -How can setting up an attack create space on the opposite side?

Fitness Suggested Activities *CCPS Fitness Assessment *Fitness lab activities using technolo	-Apply knowledge of overload, progression and specificity principles and recovery time - Analyze the components of the FITT guidelines -Assess	Standard 3, Standard 4, Standard 5 -Engage in a health-related fitness assessment (Psychomotor) -Determine and adapt levels of FITT guidelines to apply knowledge of specificity, overload and progression principles (Cognitive) -Compare and contrast the relationship between caloric expenditure and physical	-Why is it important to engage in physical activity at a level that is appropriate to your individual fitness goals? -How can you adapt the FITT guidelines to improve your cardiorespiratory endurance/aerobic capacity, muscular strength/endurance, and flexibility?? -Why should you increase exercise intensity in safe increments for all fitness components?

gy *Fitness walking *Appropriate warm ups based on health related fitness components *Goal setting tasks/ activities *Rhythms *Nutritional references *Cross-Fit *Weight Training *Circuit Training	components of health related fitness -Identify relationships between individual CCPS Fitness scores and the healthy fitness zones -Identify target heart rate zone (THRZ) -Factors impacting daily activity	activity (Cognitive) -Compare and contrast results of the health-related fitness assessment (CCPS Fitness assessment) (Cognitive)	-How can you adjust physical activity level to balance caloric intake and expenditure?

Middle School Physical Education Scope & Sequence

8th grade

Skills Theme	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
Group Initiative s Suggeste d Activities *Tennis *Soccer *Volleyba ll *Basketb all *Football *Hockey	-Conflict resolutions -Strategies for conflict resolutions and problem solving techniques -Sportsmanshi p -Positive feedback -Leadership strategies -Playing within the rules for safe play -Listening skills **Tactical**	Standard 4, Standard 5 -Model leadership (Affective) -Model individual/group perseverance during physical activity (Affective) -Demonstrate self-control and safe practices for activities(Affective) -Model sportsmanship characteristics during activities (Affective)	-What are some different strategies that can be used during a team building activity to ensure a positive experience? -How can a student demonstrate leadership qualities? -Why is it important to include the entire group when problem solving? -Why is it important to accept all decisions of a referee or umpire?

	Game Concepts - Communic ati on between		

	players -Attack/ use/ create space		

Integrated Movement Suggested Activities *Tennis *Volleyball *Dance *Basketball	-Create sequences of repeated patterns -Offense/ Defense strategies -Movement strategies -Transition -Evaluation of skills using a rubric assessment **Tactical Game Concepts** -Set up attack by creating space on opponent's side -Communicati on between players	Standard 1, Standard 2, Standard 3, Standard 4 -Model a creative individual/partner/group performance of skill related movements (Psychomotor) -Identify offensive strategies for tactical games categories (Psychomotor) -Identify defensive strategies for tactical games categories(Psychomotor) -Identify movement skills and skill combinations in physical activity settings (Cognitive)	-What characteristics define a mature rhythmic or skillful movement sequence? -How can an offensive player create space both with and without possession of an object? -How can your defensive responsibilities change/stay the same in different types of defensive strategies (person to person and zone)? -How does strategic and intentional movement create an advantage for an offensive player/team?

| Throwin | -Change/ | Standard 1, Standard 4 | -How can trajectory impact |

g and Catching Suggeste d Activities *Cricke t *Spee dball *Baske tball *Football	control the amount of force on projectiles to a target -Explain how accuracy of projectiles is dependent on speed, distance, weight and body parts used -Complex motor task -Refine skill themes -Evaluation of complex motor tasks using a rubric **Tactical Games Concepts** -Aim and release projectile:	-Model mature throwing skills while throwing to a moving target within a small group//modified games (Psychomotor) -Demonstrate proper catching techniques when moving to catch an object in front, behind, and to the side (Psychomotor) -Identify how to use space in a game situation (Cognitive)	throwing to partners of different skill levels? -What adjustments can a defensive player make to intercept a pass once it is thrown? -How does the velocity of the throw affect offensive and defensive game play? -Why is it important to position your body away from a defender while catching?

	intended direction and intended		

	distance -Win/get possession -Defend space		
Striking Skills Suggested Activities *Hockey *Softball *Tennis *Volleyball	-Complex motor task -Refine skill themes - Evaluation of complex motor tasks using a rubric **Tactical Game Concepts** -Offense/ Defense	Standard 1, Standard 2, Standard 4 -Demonstrate offensive/defensive striking strategies in modified games (Psychomotor) -Demonstrates striking of a moving object with accuracy using a body part during practice (Psychomotor) -Demonstrates striking of a moving object with accuracy using an implement during practice (Psychomotor) -Analyze striking skill development through	-How does the position of the opposing team affect your striking approach? -How can power and force be generated to strike an object? -How does a moving opponent impact your striking success? -How can the mechanics of striking vary when engaging with an opponent in different activities? -How can setting up an attack create space on the opposite side?

	strategies -Attack and defend space - Hit the projectile: intended direction/ intended distance	feedback (Cognitive)	
Fitness Suggested	-Explain body systems response to	Standard 3, Standard 4, Standard 5 -Identify technology to defend	-How can utilizing technology provide feedback for self assessment and adjustment of

| Activities *CCPS Fitness Assessment *Fitness lab activities using technology *Fitness walking *Appropriate warm ups based on health related fitness components *Calculate heart rate *Fitness wellness activities *Nutritional | progression and overload principles -Justify selection of fitness components to improve fitness levels -Discussion of nutrients, protein, carbohydrates, fats, and physical activity -Analyze health | the value of various cardiorespiratory endurance/aerobic capacity activities (Psychomotor) -Perform in a health-related fitness assessment (CCPS Fitness Assessment) (Psychomotor)) -Design a personal plan to improve fitness (Psychomotor) -Create and apply a nutritional component in a personal fitness plan (Cognitive) -Compare and contrast on results of a health-related fitness assessment to improve personal goals (CCPS Fitness Assessment) (Cognitive) | one's cardiorespiratory endurance/aerobic capacity activity level? -How are "Healthy Fitness Zones" scores related to lifetime wellness? -How can FITT guideline modifications help you select, adjust, execute and perform a personal fitness plan to improve your fitness? -How can students exercise outside of class/school to improve their fitness level? |

	related fitness components to design, execute and refine a personal fitness plan -Assess components of health related fitness		

discussions *Cross-Fit *Weight Training			

*Circuit Training			