

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Physical Education Grades 6-8

Wellness Department

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Student will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

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INTRODUCTION & PHILOSOPHY

At the middle school level, physical education courses should continue to promote a positive environment by exposing students to lifetime activities that can keep the students healthy and active as they grow. Middle school students are unique in many ways, and at a stage in their lives in which they are forming and developing behaviors that they will carry into their adult years. Every effort should be made to expose these students to a wide variety of activities so interests can be stimulated and a future of positive physical activity can be fostered. A student who leaves the middle school should be prepared for an active healthy lifestyle. Physical education should encompass the physical, cognitive, and affective domains to foster and promote a future of positive, healthy physical activity throughout the students' lives.

Middle school students are also at a distinctive age in terms of their physical development. Activities that are appropriate for them should vary from refining skills learned at the elementary level to introducing activities that they can carry into adulthood. A variety of activities is important to stimulate interest and to develop a wide range of skills.

Cognitively, students should take away from the middle school physical education program knowledge that will prepare them for an active, healthy lifestyle. Students should understand that regular physical activity is imperative for an active, healthy lifestyle. They should understand the health risks that can be prevented by participating in regular physical activity. Students should also be exposed to rules, procedures, and safety considerations for a variety of activities. This is also a time when students can begin to plan and implement their own fitness programs.

Physical Education Grades 6-8 is also a vehicle to develop areas in the affective domain. Students should take away the joy and satisfaction of participating in physical activity to the best of their ability. Students should be encouraged to reflect on and set personal goals, as opposed to judging their success based on the performance of others. Leadership, problem-solving, team building, and other similar skills should also be developed through a variety of activities. The building of trust and appreciation of differences should be included as outcomes of this physical education program.

In our industrialized age, the trend toward inactivity and sedentary lifestyles has made obesity a nationwide epidemic. The physical education program should take into account the specific nature of the students to whom it will be delivered and prepare them for a life in our society.

According to the Society of Health and Physical Educators (SHAPE America), to pursue a lifetime of 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; and
- Values physical activity and its contributions to a healthy lifestyle.

The Trumbull Public Schools curriculum for Physical Education Grades 6-8 goes hand in hand with these goals. It organizes learning experiences into nine units:

- Adventure-Based Activities
- Cooperative/Leadership/Problem-Solving Activities
- Fitness Development Activities
- Interdisciplinary Activities
- International/Cultural Activities
- Invasion/Team Activities
- Lifetime Activities
- Movement/Rhythmic Activities
- Net Games/Activities

In each of his/her three years at the middle school level, each student will participate in each of these units. See the Appendix for one potential outline, Grades 6-8.

COURSE GOALS

The following course goals derive from the 2006 State of Connecticut Healthy and Balanced Living Curriculum Framework.

Standard 9: Motor Skill Performance Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 10: Applying Concepts and Strategies Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 11: Engaging in Physical Activity Students will participate regularly in physical activity.

Standard 12: Physical Fitness Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.

Standard 13: Responsible Behavior	Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.
Standard 14: Benefits of Physical Activity	Students will choose physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle.

The following course goals derive from the 2013 Society of Health and Physical Educators (SHAPE America) Grade-Level Outcomes for K-12 Physical Education.

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.

COURSE ESSENTIAL QUESTIONS

- What are some of the skills and techniques required to be successful in any adventure-based activities?
- What skills have I learned in physical education that have helped me become an asset to any group?
- What are the benefits of a physically active lifestyle?
- How does information from other academic disciplines relate to success in interdisciplinary physical education activities?
- How do cultural physical education activities differ from other cultural activities?
- In what ways are tactics/strategies transferable across different games/sports?
- How can one adapt to and respect the environment while engaging in a variety of lifetime activities?
- How is one able to express oneself as an individual or as a member of a group through patterns of movement?
- What are some of the skills and techniques required to be successful in net games/activities?

UNIT 1

Adventure-Based Activities

These activities are designed to explore appropriate risk-taking in a controlled and safe environment. Students challenge themselves physically, mentally, and socially while engaging in such activities. These activities go beyond the physical, and explore areas such as trust and teamwork.

Unit Goals

Linked to the 2013 SHAPE America Grade-Level Outcomes, by the completion of this unit in Grade 8, students will:

- S1.M22.8 Demonstrate correct technique for basic skills in at least two self-selected outdoor activities.
- S4.M1.8 Accept responsibility for improving their own levels of physical activity and fitness.
- S4.M2.8 Use effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
- S4.M3.8 Provide encouragement and feedback to peers without prompting from the teacher.
- S4.M4.8 Respond appropriately to participants' ethical and unethical behavior during physical activities by using rules and guidelines for resolving conflicts.
- S4.M5.8 Cooperate with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play.
- S4.M6.8 Apply rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.
- S4.M7.8 Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity.
- S5.M3.8 Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge.
- S5.M6.8 Demonstrate respect for self by asking for help and helping others in various physical activities.

Unit Essential Questions

- In what ways did I implement all safety procedures in the adventure-based activities?
- How did the adventure-based activities challenge my agility and physical coordination?

- How was I able to demonstrate trust, respect, and constructive risk-taking within my groups while participating in the adventure-based activities?

Scope and Sequence

- Rules and regulations
- Safety
- Equipment
- Positions
- Scoring
- Skills
- Strategy
- Sportsmanship

Assured Learner Experiences

- Activity choices may include:
 - Whale Walk
 - River Crossing
 - Tarzan Bowling
 - Target Swinging
 - Mohawk Walk
 - Island Hopping
 - Auction I
 - Nuclear Pellets / Pipeline / Spiders
 - Poker Relay
 - Jump Rope Challenge
 - Tennis Ball Scrabble
 - Jungle Animal Rescue
 - Fast Food Delivery
 - Naval Battle
 - Human Knot
 - Key Punch / Human Calculator
 - Bumper Car
 - Swamp Buggy
 - Climbing Wall
- Each trimester's writing assignment will include reflection by the student on the learning achieved.

Time Allotment

- Approximately 2-3 weeks, but may vary based on grade level and/or specific activities

UNIT 2

Cooperative / Leadership / Problem-Solving Activities

These activities are designed to take groups of individuals and, through physical participation, develop them into a cohesive unit. Activities can range from small-group to large-group. Activities also vary in terms of complexity.

Unit Goals

Linked to the 2013 SHAPE America Grade-Level Outcomes, by the completion of this unit in Grade 8, students will:

- S1.M2.8 Throw with a mature pattern for distance or power appropriate to the activity during small-sided game play.
- S1.M3.8 Catch using an implement in a dynamic environment or modified game play.
- S1.M4.8 Pass and receive with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level, with competency. in invasion games such as lacrosse or hockey (floor, field, ice).
- S1.M5.8 Throw a lead pass to a moving partner off a dribble or pass.
- S1.M6.8 Execute at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.
- S1.M7.8 Execute the following offensive skills during small-sided game play: pivot, give and go, and fakes.
- S1.M8.8 Dribble with dominant and non-dominant hands using a change of speed and direction in small-sided game play.
- S1.M9.8 Foot-dribble or dribble with an implement with control, changing speed and direction during small-sided game play.
- S1.M10.8 Shoot on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse.
- S1.M11.8 Drop-step in the direction of the pass during player-to-player defense.
- S1.M18.8 Perform consistently (70% or more of the time) a mature throwing pattern, with accuracy and control, for target games such as bowling, bocce, or horseshoes.
- S1.M19.8 Strike, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard, or golf.
- S1.M20.8 Strike a pitched ball with an implement for power to open space in a variety of small-sided games.

- S1.M21.8 Catch, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.
- S4.M1.8 Accept responsibility for improving their own levels of physical activity and fitness.
- S4.M2.8 Use effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
- S4.M3.8 Provide encouragement and feedback to peers without prompting from the teacher.
- S4.M4.8 Respond appropriately to participants' ethical and unethical behavior during physical activities by using rules and guidelines for resolving conflicts.
- S4.M5.8 Cooperate with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play.
- S4.M6.8 Apply rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.
- S4.M7.8 Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity.
- S5.M3.8 Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge.
- S5.M6.8 Demonstrate respect for self by asking for help and helping others in various physical activities.

Unit Essential Questions

- What physical skills did I apply in order to be successful within my group?
- What were the dynamics of my group, and how did they determine the success of the group?

Scope and Sequence

- Rules and regulations
- Safety
- Equipment
- Positions
- Scoring
- Skills
- Strategy

- Sportsmanship

Assured Learner Experiences

- Activity choices may include:
 - Fast Food Delivery
 - Group Standup
 - Blob Tag
 - Impulse
 - Beach Ball Activities
 - Bumper Car
 - Ice Breakers
 - Pairs Tag
 - Zen Counting
 - Balloon Activities
 - Group Juggle
 - Human Knot
 - Alaskan Baseball
 - Q-tip Ball
 - Castle Ball
 - Bingo Bowling
 - Quadrant Ball
- Each trimester's writing assignment will include reflection by the student on the learning achieved.

Time Allotment

- Approximately 2-3 weeks, but may vary based on grade level and/or specific activities

UNIT 3

Fitness Development Activities

These activities are designed to help students develop a wide variety of fitness components, and to prepare for the Connecticut Physical Fitness Assessment. Cognitively, students should be able to assess their own fitness levels and develop their own fitness programs beyond the school setting.

Unit Goals

Linked to the 2013 SHAPE America Grade-Level Outcomes, by the completion of this unit in Grade 8, students will:

- S3.M1.8 Develop a plan to address one of the barriers within their family, school or community to maintaining a physically active lifestyle.
- S3.M2.8 Participate in a physical activity three times a week outside of physical education class.
- S3.M3.8 Participate in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming.
- S3.M4.8 Plan and implement a program of cross-training to include aerobic, strength and endurance, and flexibility training.
- S3.M5.8 Participate in a self-selected lifetime sport, dance, aquatic, or outdoor activity outside of the school day.
- S3.M6.8 Participate in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times per week.
- S3.M7.8 Compare and contrast health-related fitness components.
- S3.M8.8 Use available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.
- S3.M9.8 Employ a variety of appropriate static stretching techniques for all major muscle groups.
- S3.M10.8 Describe the role of flexibility in injury prevention.
- S3.M11.8 Use the overload principle (FITT formula) in preparing a personal workout.
- S3.M12.8 Design and implement a warm-up and cool-down regimen for a self-selected physical activity.
- S3.M13.8 Define how the RPE scale can be used to adjust workout intensity during physical activity.

- S3.M14.8 Explain how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.
- S3.M15.8 Design and implement a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment.
- S3.M16.8 Design and implement a program to improve levels of health-related fitness and nutrition.

Unit Essential Questions

- What is the value of a physically active lifestyle, and how does it affect long-term health?
- How can I increase my fitness level and maintain an active lifestyle?

Scope and Sequence

- Rules and regulations
- Safety
- Equipment
- Positions
- Scoring
- Skills
- Strategy
- Sportsmanship

Assured Learner Experiences

- Activity choices may include:
 - Physical Fitness Testing
 - Strength Training
 - Healthy Heart Activities
 - Aerobic Activities
 - Flexibility Activities
 - Walking/Jogging Activities
- Each student will use heart rate monitors and/or pedometers within the unit.
- Each trimester's writing assignment will include reflection by the student on the learning achieved.

Time Allotment

- Approximately 2-3 weeks, but may vary based on grade level and/or specific activities

UNIT 4

Interdisciplinary Activities

These activities are designed to combine the physical with cognitive concepts explored in other areas of middle school academics. These activities are physical, but, for students to be successful, require the application of information taken from other disciplines.

Unit Goals

Linked to the 2013 SHAPE America Grade-Level Outcomes, by the completion of this unit in Grade 8, students will:

- S4.M1.8 Accept responsibility for improving their own levels of physical activity and fitness.

- S4.M2.8 Use effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.

- S4.M3.8 Provide encouragement and feedback to peers without prompting from the teacher.

- S4.M7.8 Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity.

Unit Essential Question

- How did the interdisciplinary activities combine physical and cognitive concepts and strategies?

Scope and Sequence

- Rules and regulations
- Safety
- Equipment
- Positions
- Scoring
- Skills
- Strategy
- Sportsmanship

Assured Learner Experiences

- Activity choices may include:
 - Alphabet Games
 - Counting Games
 - Lineup Games

- Orienteering
 - Creative Rhythmic Movement
 - Odds & Evens
 - Nuclear Pellets
 - Quick Numbers
 - Tennis Ball Scrabble Relay
- Each trimester's writing assignment will include reflection by the student on the learning achieved.

Time Allotment

- Approximately 2-3 weeks, but may vary based on grade level and/or specific activities

UNIT 5

International/Cultural Activities

Activities in this unit are selected from diverse cultures and promote a better understanding of and appreciation for activities of other countries. These activities range from individual activities to small-group and team sports.

Unit Goals

Linked to the 2013 SHAPE America Grade-Level Outcomes, by the completion of this unit in Grade 8, students will:

- S1.E13.5a Throw underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects.
- S1.E13.5b Throw underhand to a large target with accuracy.
- S1.E14.5a Throw overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects.
- S1.E14.5b Throw overhand to a large target with accuracy.
- S1.E15.5a Throw with accuracy, both partners moving.
- S1.E15.5b Throw with reasonable accuracy in dynamic, small-sided practice tasks.
- S1.E26.5 Combine manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).
- S2.E3.5a Apply movement concepts to strategy in game situations.
- S2.E3.5b Apply the concepts of direction and force to strike an object with a long-handled implement.
- S2.E3.5c Analyze movement situations and apply movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance, and gymnastics.
- S2.M8.8 Vary placement, force, and timing of return to prevent anticipation by opponent.
- S4.M1.8 Accept responsibility for improving their own levels of physical activity and fitness.
- S4.M2.8 Use effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
- S4.M3.8 Provide encouragement and feedback to peers without prompting from the teacher.

S4.M7.8 Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity.

Unit Essential Question

- How did the international/cultural activities promote a better understanding of other cultures and countries?

Scope and Sequence

- Rules and regulations
- Safety
- Equipment
- Positions
- Scoring
- Skills
- Strategy
- Sportsmanship

Assured Learner Experiences

- Activity choices may include:
 - Bocce
 - Team Handball
 - Table Tennis
 - Badminton
 - Modified Cricket
 - Modified Rugby
 - Australian Fielding Race
 - Alaskan Baseball / Ball in the Air
 - Tiger Ball
- Each trimester's writing assignment will include reflection by the student on the learning achieved.

Time Allotment

- Approximately 2-3 weeks, but may vary based on grade level and/or specific activities

UNIT 6

Invasion/Team Activities

These activities involve both offensive and defensive strategies via which teams enter into the territory of the opposition. These games develop teamwork, understanding of spacing, positioning, responsibility, and the utilization of a variety of physical skills.

Unit Goals

Linked to the 2013 SHAPE America Grade-Level Outcomes, by the completion of this unit in Grade 8, students will:

- S1.E1.5a Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance.
- S1.E1.5b Combine locomotor and manipulative skills in a variety of small-sided practice tasks/games environments.
- S1.E1.5c Combine traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, and basketball).
- S1.E.19.5a Pass with the feet using a mature pattern as both partners travel.
- S1.E.19.5b Receive a pass with the foot using a mature pattern as both partners travel.
- S1.E.20.5 Dribble with hands or feet with mature patterns in a variety of small-sided game forms.
- S1.E.21.5 Demonstrate mature patterns in kicking and punting in small-sided practice task environments.
- S1.E26.5 Combine manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).
- S2.E3.5a Apply movement concepts to strategy in game situations.
- S2.E3.5b Apply the concepts of direction and force to strike an object with a long-handled implement.
- S2.E3.5c Analyze movement situations and apply movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance, and gymnastics.
- S2.M8.8 Vary placement, force, and timing of return to prevent anticipation by opponent.
- S4.M1.8 Accept responsibility for improving their own levels of physical activity and fitness.

- S4.M2.8 Use effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
- S4.M3.8 Provide encouragement and feedback to peers without prompting from the teacher.
- S4.M7.8 Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity.

Unit Essential Question

- What strategies can be used to improve performance during invasion/team games?

Scope and Sequence

- Rules and regulations
- Safety
- Equipment
- Positions
- Scoring
- Skills
- Strategy
- Sportsmanship

Assured Learner Experiences

- Activity choices may include:
 - Lacrosse
 - Flag Football
 - Basketball
 - Field Hockey
 - Pillow Hockey
 - Soccer
 - Capture the Flag
 - Team Handball
- Each trimester's writing assignment will include reflection by the student on the learning achieved.

Time Allotment

- Approximately 2-3 weeks, but may vary based on grade level and/or specific activities

UNIT 7

Lifetime Activities

This unit is designed to expose students to activities that address the need for overall health and fitness for a lifetime. These activities go beyond the physical, mental, and social components; students will learn how to appreciate and preserve the environment, while maintaining a physically active lifestyle.

Unit Goals

Linked to the 2013 SHAPE America Grade-Level Outcomes, by the completion of this unit in Grade 8, students will:

- S1.M2.8 Throw with a mature pattern for distance or power appropriate to the activity during small-sided game play.
- S1.M3.8 Catch using an implement in a dynamic environment or modified game play.
- S1.M4.8 Pass and receive with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level, with competency, in invasion games such as lacrosse or hockey (floor, field, ice).
- S1.M5.8 Throw a lead pass to a moving partner off a dribble or pass.
- S1.M6.8 Execute at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.
- S1.M7.8 Execute the following offensive skills during small-sided game play: pivot, give and go, and fakes.
- S1.M22.8 Demonstrate correct technique for basic skills in at least 2 self-selected outdoor activities.
- S1.M24.8 Demonstrate correct technique for basic skills in at least 2 self-selected individual-performance activities.
- S2.M1.8 Open and close space during small-sided game play by combining locomotor movements with movement concepts.
- S2.M2.8 Execute at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give and go.
- S2.M3.8 Create open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
- S2.M4.8 Reduce open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).

- S3.M2.8 Participate in a physical activity three times a week outside of physical education class.
- S3.M3.8 Participate in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming.
- S3.M4.8 Plan and implement a program of cross-training to include aerobic, strength and endurance, and flexibility training.
- S3.M5.8 Participate in a self-selected lifetime sport, dance, aquatic, or outdoor activity outside of the school day.
- S3.M6.8 Participate in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times per week.
- S4.M4.8 Respond appropriately to participants' ethical and unethical behavior during physical activities by using rules and guidelines for resolving conflicts.
- S4.M5.8 Cooperate with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play.
- S4.M6.8 Apply rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.
- S4.M7.8 Independently use physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

Unit Essential Question

- In what ways can these lifetime activities help promote a healthy lifestyle?

Scope and Sequence

- Rules and regulations
- Safety
- Equipment
- Positions
- Scoring
- Skills
- Strategy
- Sportsmanship

Assured Learner Experiences

- Activity choices may include:

- Bicycling
 - Golf
 - Bocce
 - Ultimate Frisbee
 - Ping Pong
 - Bike/Hike Field Trip
 - Ropes Course Field Trip
 - Tennis
 - Orienteering
 - Volleyball
 - Yoga/Pilates/Tai-chi
 - Dance
 - Aerobics
 - Badminton
- Each trimester's writing assignment will include reflection by the student on the learning achieved.

Time Allotment

- Approximately 2-3 weeks, but may vary based on grade level and/or specific activities

UNIT 8

Movement/Rhythmic Activities

These activities involve varied movements to a rhythm, cadence, and/or music. Movements can range from command-style delivery to a more guided discovery approach; movements can progress from simple body management to the use of apparatus and objects.

Unit Goals

Linked to the 2013 SHAPE America Grade-Level Outcomes, by the completion of this unit in Grade 8, students will:

- S1.M1.8 Exhibit command of rhythm and timing by creating a movement sequence to music as an individual or in a group.
- S2.M12.8 Describe and apply mechanical advantage(s) for a variety of movement patterns.
- S3.M9.8 Employ a variety of appropriate static stretching techniques for all major muscle groups.
- S3.M10.8 Describe the role of flexibility in injury prevention.
- S3.M11.8 Use the overload principle (FITT formula) in preparing a personal workout.
- S3.M12.8 Design and implement a warm-up and cool-down regimen for a self-selected physical activity.
- S3.M13.8 Define how the RPE scale can be used to adjust workout intensity during physical activity.
- S3.M14.8 Explain how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.
- S4.M1.8 Accept responsibility for improving their own levels of physical activity and fitness.
- S4.M2.8 Use effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
- S4.M3.8 Provide encouragement and feedback to peers without prompting from the teacher.
- S4.M4.8 Respond appropriately to participants' ethical and unethical behavior during physical activities by using rules and guidelines for resolving conflicts.
- S4.M5.8 Cooperate with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play.

- S4.M6.8 Apply rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.
- S4.M7.8 Independently use physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.
- S5.M4.8 Discuss how enjoyment could be increased in self-selected physical activities.
- S5.M5.8 Identify and participate in an enjoyable activity that prompts individual self-expression.
- S5.M6.8 Demonstrate respect for self by asking for help and helping others in various physical activities.

Unit Essential Question

- In what ways can sequences and patterns of movement be rhythmically combined and created?

Scope and Sequence

- Rules and regulations
- Safety
- Equipment
- Positions
- Scoring
- Skills
- Strategy
- Sportsmanship

Assured Learner Experiences

- Activity choices may include:
 - Line Dancing
 - Aerobics
 - Jumping Rope
 - Hula Hoops
 - Step Aerobics
 - Create-A-Routine
- Each trimester's writing assignment will include reflection by the student on the learning achieved.

Time Allotment

- Approximately 2-3 weeks, but may vary based on grade level and/or specific activities

UNIT 9

Net Games/Activities

These activities require the manipulation of objects with the net as an obstacle; they can range from individual to team games. The manipulation of the object could be with body parts or implements.

Unit Goals

By the completion of this unit in Grade 8, students will:

- S1.M13 Strikes with a mature overhand pattern in a modified net or wall game such as volleyball, handball, badminton, or tennis.

- S1.M14 Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton, or paddle ball.

- S1.M15 Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides.

- S1.M16 Forehand- and backhand- volleys with a mature form and control using a short-handled implement during modified game play.

- S1.M17 Two-hand-volleys with control in a small-sided game.

- S1.M18 Performs consistently (70% or more of the time) a mature throwing pattern, with accuracy and control, for target games such as bowling, bocce, or horseshoes.

- S1.M19 Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard, or golf.

- S2.M1 Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.

- S2.M2 Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give and go.

Unit Essential Question

- How and when can the proper skills required for net games/activities be implemented?

Scope and Sequence

- Rules and regulations
- Safety
- Equipment
- Positions

- Scoring
- Skills
- Strategy
- Sportsmanship

Assured Learner Experiences

- Activity choices may include:
 - Badminton
 - Volleyball
 - Pickleball
 - Tennis
- Each trimester's writing assignment will include reflection by the student on the learning achieved.

Time Allotment

- Approximately 2-3 weeks, but may vary based on grade level and/or specific activities

ASSESSMENT/EVALUATION METHODS

Teachers of Physical Education Grades 6-8 will assess students using a variety of techniques in order to accommodate and recognize different learning styles. Assessments will include a combination of both traditional and alternative forms.

TOOL	DESCRIPTION	EXAMPLE
Self Assessment	Student assesses himself/herself based on goals or teacher-set criteria.	Student uses checklists and rubrics to evaluate individual skills and performance.
Peer Assessment	Peers observe each others' performances & offer feedback based on teacher-set criteria.	Students observe each other and complete a criteria task sheet to evaluate peer skills and performance.
Reflection	Student thinks about the learning process to improve his/her performance & attitude.	Student lists three specific ways he/she can improve his/her performance in a specific activity.
Observation	Teacher observes and records physical and affective information.	Teacher monitors student performance, rating his/her observations on a criteria task sheet.
Fitness/Skill Testing	Fitness and skills tests help teachers & students assess current levels of performance and how to maintain or improve each one.	Students participate in the Third-Generation Connecticut Physical Fitness Assessment as well as various skill assessments for individual units.

APPENDIX

Physical Education Grades 6-8 Sample Activity Outline

	Trimester 1	Trimester 2	Trimester 3
Grade 6	<ul style="list-style-type: none"> • Adventure Education (6 classes) • Fitness Testing (5 classes) • Keep Away (6 classes) • Soccer (6 classes) • Strength Training (6 classes) • [open] (2 classes) 	<ul style="list-style-type: none"> • Adventure Education (5 classes) • Aerobics (5 classes) • Tumbling (6 classes) • Basketball (6 classes) • Strength Training / Bicycling (6 classes) • [open] (2 classes) 	<ul style="list-style-type: none"> • Adventure Education (5 classes) • International Games (6 classes) • Softball (6 classes) • New Field Games (5 classes) • Bicycling / Strength Training (6 classes) • [open] (2 classes)
Grade 7	<ul style="list-style-type: none"> • Adventure Education (5 classes) • Line Dancing (2 classes) • Kenpo (3 classes) • Adapted Sports (6 classes) • Lacrosse (6 classes) • Strength Training (6 classes) • [open] (2 classes) 	<ul style="list-style-type: none"> • Adventure Education (5 classes) • Step Aerobics (5 classes) • Flexibility / Core Activities (6 classes) • Badminton (6 classes) • Strength Training / Bicycling (6 classes) • [open] (2 classes) 	<ul style="list-style-type: none"> • Adventure Education (4 classes) • Bicycling (6 classes) • Field Hockey (6 classes) • Track and Field (6 classes) • Strength Training (3 classes) • Ping Pong (3 classes) • [open] (2 classes)
Grade 8	<ul style="list-style-type: none"> • Adventure Education (5 classes) • Fitness Testing (5 classes) • Cardio Games (6 classes) • Flag Football (6 classes) • Strength Training (6 classes) • [open] (2 classes) 	<ul style="list-style-type: none"> • Adventure Education (5 classes) • Creative Rhythmic Movement (CRM) (5 classes) • Pickleball (6 classes) • Volleyball (6 classes) • Strength Training (6 classes) • [open] (2 classes) 	<ul style="list-style-type: none"> • Wall Climbing (3 classes) • Strength Training (3 classes) • Ping Pong (3 classes) • Bocce / Golf (4 classes) • Frisbee (4 classes) • Orienteering (6 classes) • Tennis (4 classes) • [open] (3 classes)