LAMPETER-STRASBURG SCHOOL DISTRICT
Administration Building

Academic Committee Agenda
May 1, 2023
7:00 p.m.

Items for Discussion

1. Recommended Curriculum:
    a. Grade 6 Physical Education
    b. Grade 7 Physical Education
    c. Grade 8 Physical Education

2. After-School and Summer Programming Update

Miscellaneous Updates

Items from the Group

Curriculum Map: Physical Education Grade 6

Course: MS Phys Ed 6 Sub-topic: General

Grade(s): 6

Course Description: The Martin Meylin Physical Education program is dedicated to promoting lifetime fitness, physical activity, character development, and enhancing health and wellness for all students. The focus of this class is to help all students become informed decision-makers capable of planning for lifetime fitness and physical activity. This class can also serve as a catalyst for students to achieve personal fitness and sports goals. The course aligns the curriculum and instruction with the Pennsylvania Academic Standards for Health, Safety, and Physical Education. Through a combination of planned instruction, guided practice, and game-play participation, students will have a basic understanding of the following:

-Learn the role of individual responsibility for safety during physical activity

-Learn the basic effects of regular exercise

-Engage in various modes of physical activities

-Identify ways to monitor and assess the body’s response to exercise

-Identify and engage in personal physical activity preferences

-Explore the relationship between physical activity and basic motor skill development

-Develop sportsmanship and etiquette during physical activity

-Identify basic scientific principles that affect movement

-Learn basic game and practice strategies

Course Notes:

This course is designed as the introductory level to the 7th grade intermediate course and the 8th grade complex courses.

Unit: Movement Preparation

Unit Description: In this unit, students will acclimate to class routines and expectations. Students will learn the importance of a proper warmup routine while applying basic skills and concepts to perform movement sequences. Students will have the opportunity to create a movement preparation sequence to share with the class.

Unit Essential Questions:

- What is the purpose of movement preparation?
- How should one prepare the body for movement?
- How can one improve flexibility?
- Identify 4 ways to warm up small and large muscle groups.

Unit Big Ideas:

- Contributing to a safe classroom environment
- Engagement in moderate to vigorous physical activity
- Effects of physical exercise
- Monitoring heart rate

- Basic fitness assessment
- Basic movement skills
- Basic motor skills

Unit Materials:

- Cones
- Poly dots
- Floor tape
- Music
- Speaker system
- TV with internet access
- Schoology
- Heartrate monitors
- Informational wall posters

Unit Key Terminology & Definitions :

- Agility: A component of physical fitness that relates to the ability to rapidly change the position of the entire body in space with speed and accuracy.
- Balance: A skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving.
- Continuous: Two or more repetitions of the same skill such as dribbling in basketball or soccer.
- Cool-down: Brief, mild exercise done after vigorous exercise to help the body safely return to a resting state.
- Coordination: A skill-related component of physical fitness that relates to the ability to use the senses together with body parts in performing motor tasks smoothly and accurately.
- Dynamic balance: Equilibrium used when in motion, starting and stopping.
- Efficiency of movement: The state or quality of competence in performance with minimum expenditure of time and effort.
- Flexibility: A health-related component of physical fitness that relates to the range of motion available at a joint.
- Good performance: The ability to correctly select what to do and the ability to execute the selection appropriately.
- Locomotor movement: Movements producing physical displacement of the body, usually identified by weight transference via the feet. Basic locomotor steps are the walk, run, hop and jump as well as the irregular rhythmic combinations of the skip, slide and gallop.
- Nonlocomotor movement: Movements that do not produce physical displacement of the body.
- Pathways: Patterns of travel while performing locomotor movements (e.g., straight, curved, zigzag).
- Physical education: Planned, sequential, movement-based program of curricula and instruction that helps students develop knowledge, attitudes, motor skills, self-management skills and confidence needed to adapt and maintain a physically active life.
- Progression: A principle of exercise that states that a person should start slowly and increase exercise gradually.
- Safety education: Planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes and confidence needed to protect them from injury.
- Self-space: All the space that the body or its parts can reach without traveling from a starting location.
- Static balance: Maintaining equilibrium while holding a pose or remaining motionless.
- Warm-up: Brief, mild exercise that is done to get ready for more vigorous exercise.

STANDARDS: **STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.3.6.D (Advanced)	Analyze the role of individual responsibility for safety during physical activity.
10.4.6.A (Advanced)	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6.B (Advanced)	Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.4.6.C (Advanced)	Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity. • heart rate monitoring • checking blood pressure • fitness assessment
10.5.6.A (Advanced)	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6.B (Advanced)	Identify and apply the concepts of motor skill development to a variety of basic skills. • transfer between skills • selecting relevant cues • types of feedback • movement efficiency • product (outcome/result)

This Curriculum Map Unit has no Topics to display

Unit: Personal Fitness

Unit Description: In this unit, the student’s fitness level will be assessed using pre and post-test performance data from the National FitnessGram testing series. Students will learn how to evaluate and improve their health-related components of fitness. Students will engage in activities to improve muscle endurance, muscle strength, flexibility, cardiorespiratory endurance, and body composition. Students will identify and describe training principles regarding specificity, progression, repetitions, and sets to improve fitness levels. Students will also incorporate anaerobic, aerobic, circuit, and interval training into their daily classroom routine. Students will identify and apply ways to monitor the body’s response to moderate to vigorous physical activity. To improve cardiorespiratory endurance, students will monitor their age-specific target heart rate

Unit Essential Questions:

- Identify the difference between moderate and vigorous physical activity.
- Identify the effects of physical exercise.
- How do you find the resting, maximal, and target heart rate?
- How can one improve the components of health related fitness?
- How can one use physical activity to assess personal fitness?
- Identify the difference between health related fitness components and skill related fitness components.

Unit Big Ideas:

- Contributing to a safe classroom environment
- Engagement in moderate to vigorous physical activity
- Effects of physical exercise
- Monitoring heart rate
- Components of health related fitness
- Components of skill related fitness
- Basic movement skills
- Fitness assessment
- Principles of exercise

Unit Materials:

- Heart rate monitors
- Poly dots
- Cones
- Floor tape

- Music
- Speakers system
- Fitness Gram Assessment manual
- Fitness Gram Audio Tape
- Schoology
- Informational wall posters
- Sit & reach box
- Floor Mats
- Pull Up bars
- Vertical jump measuring tool

Unit Key Terminology & Definitions :

- Aerobic: Physical activity or exercise done at a steady pace for an extended period of time so that the heart can supply as much oxygen as the body needs (e.g., walking, running, swimming, cycling).
- Anaerobic: Physical activity or exercise done in short, fast bursts so that the heart cannot supply oxygen as fast as the body needs (e.g., sprinting, weightlifting, football).
- Body systems: Anatomically or functionally related parts of the body (e.g., skeletal, nervous, immune, circulatory systems).
- Body composition: A health-related component of physical fitness that relates to the percentage of fat tissue and lean tissue in the body.
- Cardiorespiratory fitness: A health related component of physical fitness relating to the ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity.
- Circuit training: Exercise program, similar to an obstacle course, in which the person goes from one place to another doing a different exercise at each place.
- Flexibility: A health-related component of physical fitness that relates to the range of motion available at a joint.
- Health-related fitness: Components of physical fitness that have a relationship with good health. Components are
  cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
- Intensity: How hard a person should exercise to improve fitness.
- Interval training: An anaerobic exercise program that consists of runs of short distance followed by rest.
- Moderate physical activity: Sustained, repetitive, large muscle movements (e.g., walking, running, cycling) done at less than 60% of maximum heart rate for age. Maximum heart rate is 220 beats per minute minus participant’s age.
- Muscular endurance: A health-related component of physical fitness that relates to the ability of a muscle to continue to perform without fatigue.
- Muscular strength: A health-related component of physical fitness that relates to the ability of the muscle to exert force.
- Overload: A principle of exercise that states that the only way to improve fitness is to exercise more than the normal.
- Physical activity: Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure.
- Physical fitness: A set of attributes that people have or achieve and that relate to their ability to perform physical activity. Generally accepted to consist of health-related fitness and skill-related fitness.
- Principles of exercise: Guidelines to follow to obtain the maximum benefits from physical activity and exercise.
- Principles of training: Guidelines to follow to obtain the maximum benefits from an exercise plan.
- Progression: A principle of exercise that states that a person should start slowly and increase exercise gradually.
- Repetitions: Number of times an exercise is repeated.
- Set: A group of several repetitions.

- Skill-related fitness: Consists of components of physical fitness that have a relationship with enhanced performance in sports and motor skills. The components are agility, balance, coordination, power, reaction time and speed.

- Specificity: A principle of exercise that states that specific kinds of exercises must be done to develop specific aspects of the body and specific aspects of fitness.

- Vigorous physical activity: Sustained, repetitive, large muscle movements (e.g., running, swimming, soccer) done at 60% or more of maximum heart rate for age. Maximum heart rate is 220 beats per minute minus the participant’s age. Activity makes person sweat and breathe hard.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.4.6.A (Advanced)	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6.B (Advanced)	Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.4.6.C (Advanced)	Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity. • heart rate monitoring • checking blood pressure • fitness assessment
10.5.6.D (Advanced)	Describe and apply the principles of exercise to the components of health-related and skill-related fitness. • cardio-respiratory endurance • muscular strength • muscular endurance • flexibility • body composition
10.5.6.E (Advanced)	Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary. • Newton's Laws of Motion • application of force • static / dynamic balance • levers • flight

This Curriculum Map Unit has no Topics to display

Unit: Sportsmanship, Etiquette and Character Development

Unit Description: In this unit, students will identify and describe positive and negative interactions of group members during physical activity. Students will incorporate leading, following, team etiquette, and adherence to rules during gameplay and activity. Students will understand the role of individual responsibility for safety during organized group activities and guided play.

Unit Essential Questions:

- How can reflective listening lead to conflict management?
- How can one's actions contribute to positive and negative group interactions?
- Identify ways to contribute to a safe classroom environment.
- How can I-statements help to resolve conflict management?

Unit Big Ideas:

- Conflict management
- Contributing to safe classroom environment
- Positive and negative group interactions

Unit Materials:

- 9 in the sky game
- 6 Heart rate monitors
- 30 Poly dots
- Cones
- 60 Pinnies
- Floor tape
- Music
- Speaker system

- Schoology
- Informational wall posters
- 12 Omnikin balls
- 15 Volleyballs
- Volleyball net
- 20 Soccer balls
- 20 Footballs
- 25 Floor hockey stick/balls
- 25 Field hockey sticks/balls
- 1 Cage soccer ball
- 25 Nerf frisbees
- 36 Hula hoops
- 20 Pebbles nerf ball
- 25 Foam balls
- 2 Ladder golf system
- 8 Corn hole board and bags
- 25 Frisbee disc
- 9 hole Frisbee disc course
- 25 Ultimate frisbee disc
- 50 Lacrosse sticks/indoor lacrosse balls
- 8 Pickleball nets
- 30 Pickleball paddles/ball
- Softballs
- Softball gloves
- Softball bats
- Softball T's
- Track batons
- Track starting blocks
- High jump bungee
- Trainer javelin
- Trainer pole vault sticks
- Shot put
- Discus
- Kan Jam
- 30 Basketballs
- Weighted fitness bars
- Chinese jump ropes
- Rugby balls
- Wiffle balls
- Playground balls
- Megaphone/microphone
- Bluetooth microphone
- Ground bases
- Scooters
- Jump ropes
- Goals

Unit Key Terminology & Definitions :

- Assertive: The expression of thoughts and feelings without experiencing anxiety or threatening others.
- Decision-making process: An organized approach to making choices.
- Developmental differences: Learners are at different levels in their motor, cognitive, emotional, social and physical development. The learners’ developmental status will affect their ability to learn or improve.
- Developmentally appropriate: Motor skill development and change THAT occur in an orderly, sequential fashion and is ARE age and experience related.
- Directions: Forward, backward, left, right, up, down.
- Feedback: Information given to the learner about how to improve or correct a movement.
- I-statement: A statement describing a specific behavior or event and the effect that behavior or event has on a person and the feelings that result
- Motor stage of learning: Individual is working to perfect the motor skill and makes conscious adjustments to the environment.
- Reflective listening: An active listening skill in which the individual lets others know he/she has heard and understands what has been said.

- Verbal cognitive stage: The individual is attempting to move from verbal instruction to trying to figure out how to actually do of learning: the skill. The first attempts at the skill are generally mechanical and success is inconsistent. The individual thinks through each step of the movement.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.3.6.C (Advanced)	Describe strategies to avoid or manage conflict and violence. • anger management • peer mediation • reflective listening • negotiation	
10.3.6.D (Advanced)	Analyze the role of individual responsibility for safety during physical activity.	
10.4.6.F (Advanced)	Identify and describe positive and negative interactions of group members in physical activities. • leading • following • teamwork • etiquette • adherence to rules	

This Curriculum Map Unit has no Topics to display

Unit: Movement and Skill Development

Unit Description: Students will analyze and apply the scientific principles of basic movement of Newton’s Law of Motion, application of force, levers, and flight. Students will be able to identify the relationship between practice and skill development and how they correlate.

Unit Essential Questions:

- Identify how scientific principles affect basic movement.
- Understand the relationship between practice and skill development.
- Identify basic biomechanical principles and describe how they effect movement.
- Understand the relationship between movement sequence and the critical elements of a skill.

Unit Big Ideas:

- Engagement in moderate to vigorous physical activity
- Basic motor skill improvement
- Basic movement sequences
- Basic motor skill development
- Basic practice sequence
- Scientific movement principles

Unit Materials:

- 9 in the sky game
- 6 Heart rate monitors
- 30 Poly dots
- Cones
- 60 Pinnies
- Floor tape
- Music
- Speaker system
- Schoology
- Informational wall posters
- 12 Omnikin balls
- 15 Volleyballs
- Volleyball net
- 20 Soccer balls
- 20 Footballs
- 25 Floor hockey stick/balls
- 25 Field hockey sticks/balls
- 1 Cage soccer ball
- 25 Nerf frisbees
- 36 Hula hoops
- 20 Pebbles nerf ball
- 25 Foam balls

- 2 Ladder golf system
- 8 Corn hole board and bags
- 25 Frisbee disc
- 9 hole Frisbee disc course
- 25 Ultimate frisbee disc
- 50 Lacrosse sticks/indoor lacrosse balls
- 8 Pickleball nets
- 30 Pickleball paddles/ball
- Softballs
- Softball gloves
- Softball bats
- Softball T's
- Track batons
- Track starting blocks
- High jump bungee
- Trainer javelin
- Trainer pole vault sticks
- Shot put
- Discus
- Kan Jam
- 30 Basketballs
- Weighted fitness bars
- Chinese jump ropes
- Rugby balls
- Wiffle balls
- Playground balls
- Megaphone/microphone
- Bluetooth microphone
- Ground bases
- Scooters
- Jump ropes
- Goals

Unit Key Terminology & Definitions :

- Biomechanical principles: The science concerned with the action of forces, internal or external, on the living body.
- Centrifugal: The force that seems to pull an object away from the center as it moves in a circle.
- Centripetal: The force that is required to keep an object moving around a circular path.
- Closed: Skills that are performed in an environment that does not change or that changes very little, such as archery or the foul shot in basketball.
- Critical elements: The important parts of a skill.
- Discrete: Single skill performed in isolation from other motor skills such as the soccer penalty kick and golf stroke.
- Equilibrium: State in which there is no change in the motion of a body.
- Force: Any external agent that causes a change in the motion of a body.
- Form: Manner or style of performing a movement according to recognized standards of technique.
- Kinetic: Energy that an object possesses because it is moving, such as a pitched baseball or a person running.
- Levels: Positions of the body (e.g., high, medium, low).
- Linear motion: Movement which occurs in a straight path.
- Locomotor movement: Movements producing physical displacement of the body, usually identified by weight transference via the feet. Basic locomotor steps are the walk, run, hop and jump as well as the irregular rhythmic combinations of the skip, slide and gallop.
- Manipulative movements: Control of objects with body parts and implements. Action causes an object to move from one place to another.
- Mechanical advantage: The ratio between the force put into a machine and the force that comes out of the same machine.
- Motor skills: Non-fitness abilities that improve with practice and relate to one’s

ability to perform specific sports and other motor tasks (e.g., tennis serve, shooting a basketball).

- Motor stage of learning: Individual is working to perfect the motor skill and makes conscious adjustments to the environment.
- Movement skills: Proficiency in performing nonlocomotor, locomotor and manipulative movements that are the foundation for participation in physical activities.
- Newton’s Laws of Motion: Three laws by Sir Isaac Newton that explain the relations between force and the motions produced by them: The Law of Inertia, Force and Acceleration, Reacting Forces.
- Open: Skill is performed in an environment that varies or is unpredictable such as the tennis forehand or the soccer pass.
- Power: A skill-related component of physical fitness that relates to the rate at which one can perform work.
- Principles of exercise: Guidelines to follow to obtain the maximum benefits from physical activity and exercise.
- Reaction time: A skill-related component of physical fitness that relates to the time elapsed between stimulation and the beginning of the response to it.
- Rotary motion: Force that produces movement that occurs around an axis or center point such as a somersault.
- Serial: Two or more different skills performed with each other such as fielding a ball and throwing it or dribbling a basketball and shooting it.
- Speed: A skill-related component of physical fitness that relates to the ability to perform a movement or cover a distance in a short period of time.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.4.6.E (Advanced)	Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement. • success-oriented activities • school-community resources • variety of activities • time on task	
10.5.6.A (Advanced)	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.	
10.5.6.B (Advanced)	Identify and apply the concepts of motor skill development to a variety of basic skills. • transfer between skills • selecting relevant cues • types of feedback • movement efficiency • product (outcome/result)	
10.5.6.C (Advanced)	Describe the relationship between practice and skill development.	
10.5.6.E (Advanced)	Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary. • Newton’s Laws of Motion • application of force • static / dynamic balance • levers • flight	

This Curriculum Map Unit has no Topics to display

Unit: Cooperation and Game Strategies

Unit Description: In this unit, students will apply game strategies to basic games and physical activities. Students will work with others to develop offensive and defensive strategies and time management skills during gameplay. There will be an expectation of collaboration among peers.

Unit Essential Questions:

- How can one use peer communication and feedback to enhance game strategy?

- How can understanding one's developmental differences help lead to a group's success?
- How can a group's game strategy lead to a successful or unsuccessful team outcome?
- How can understanding positive or negative group interactions lead to good performance.
- How can one identify game strategies of basic games and physical activity?

Unit Big Ideas:

- Engagement in basic and vigorous activity
- Activity preferences
- Physical activity and motor skill improvement while performing basic tasks
- Positive and negative group interactions
- Basic movement skills
- Basic movement sequences
- Basic practice and skill development
- Basic game strategies

Unit Materials:

- 9 in the sky game
- 6 Heart rate monitors
- 30 Poly dots
- Cones
- 60 Pinnies
- Floor tape
- Music
- Speaker system
- Schoology
- Informational wall posters
- 12 Omnikin balls
- 15 Volleyballs
- Volleyball net
- 20 Soccer balls
- 20 Footballs
- 25 Floor hockey stick/balls
- 25 Field hockey sticks/balls
- 1 Cage soccer ball
- 25 Nerf frisbees
- 36 Hula hoops
- 20 Pebbles nerf ball
- 25 Foam balls
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- 8 Corn hole board and bags
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- 9 hole Frisbee disc course
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- High jump bungee
- Trainer javelin
- Trainer pole vault sticks
- Shot put
- Discus
- Kan Jam
- 30 Basketballs
- Weighted fitness bars
- Chinese jump ropes
- Rugby balls

- Wiffle balls
- Playground balls
- Megaphone/microphone
- Bluetooth microphone
- Ground bases
- Scooters
- Jump ropes
- Goals

Unit Key Terminology & Definitions :

- Automatic Stage of Learning: Movement responses flow and the individual can focus on what to do without thinking about it.
- Continuous: Two or more repetitions of the same skill such as dribbling in basketball or soccer.
- Decision-making process: An organized approach to making choices.
- Developmental differences: Learners are at different levels in their motor, cognitive, emotional, social and physical development. The learners’ developmental status will affect their ability to learn or improve.
- Directions: Forward, backward, left, right, up, down.
- Feedback: Information given to the learner about how to improve or correct a movement.
- Good performance: The ability to correctly select what to do and the ability to execute the selection appropriately.
- I-statement A statement describing a specific behavior or event and the effect that behavior or event has on a person and the feelings that result.
- Levels: Positions of the body (e.g., high, medium, low).
- Long-term memory: Ability to recall information that was learned days or even years ago.
- Reflective listening: An active listening skill in which the individual lets others know he/she has heard and understands what has been said.
- Self-space: All the space that the body or its parts can reach without traveling from a starting location.
- Short-term memory: Ability to recall recently learned information, such as within the past few seconds or minutes.
- Verbal cognitive stage The individual is attempting to move from verbal instruction to trying to figure out how to actually do of learning: the skill. The first attempts at the skill are generally mechanical and success is inconsistent. The individual thinks through each step of the movement.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.4.6.A (Advanced) Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

10.4.6.D (Advanced) Describe factors that affect childhood physical activity preferences.

• enjoyment • personal interest • social experience • opportunities to learn new activities • parental preference • environment

10.4.6.E (Advanced) Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

• success-oriented activities • school-community resources • variety of activities • time on task

10.4.6.F (Advanced) Identify and describe positive and negative interactions of group members in physical activities.

• leading • following • teamwork • etiquette • adherence to rules

10.5.6.A (Advanced) Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

10.5.6.C (Advanced) Describe the relationship between practice and skill development.

10.5.6.F (Advanced) Identify and apply game strategies to basic games and

physical activities.

• give and go • one on one • peer communication

Topic:

Unit: Lifelong Fitness

Unit Description: In this unit, students can learn new activities based on enjoyment and personal interest. These activities are readily available within communities for lifelong exercise and social experience. Students can engage in various activities to find an opportunity that interests them to encourage their lifelong participation in physical activity. Students will also discuss the positive effects of regular exercise and how it relates to overall wellness.

Unit Essential Questions:

- Identify how activity preferences can lead to a healthier lifestyle.
- Identify a lifelong fitness activity and explain how this activity can fit into your lifestyle long term.
- Understand how principles of exercise apply to your choice of lifelong activity.
- How can your activity preference enhance engagement in moderate to vigorous physical activity?

Unit Big Ideas:

- Engagement in moderate to vigorous physical activity
- Activity preferences
- Basic physical activity and motor skill improvement
- Basic principles of exercise
- Basic game strategies
- Basic practice strategies
- Health related fitness

Unit Materials:

- 9 in the sky game
- 6 Heart rate monitors
- 30 Poly dots
- Cones
- 60 Pinnies
- Floor tape
- Music
- Speaker system
- Schoology
- Informational wall posters
- 12 Omnikin balls
- 15 Volleyballs
- Volleyball net
- 20 Soccer balls
- 20 Footballs
- 25 Floor hockey stick/balls
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- High jump bungee
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- Trainer pole vault sticks
- Shot put
- Discus
- Kan Jam
- 30 Basketballs
- Weighted fitness bars
- Chinese jump ropes
- Rugby balls
- Wiffle balls
- Playground balls
- Megaphone/microphone
- Bluetooth microphone
- Ground bases
- Scooters
- Jump ropes
- Goals

Unit Key Terminology & Definitions :

- Aerobic: Physical activity or exercise done at a steady pace for an extended period of time so that the heart can supply as much oxygen as the body needs (e.g., walking, running, swimming, cycling).
- Anaerobic: Physical activity or exercise done in short, fast bursts so that the heart cannot supply oxygen as fast as the body needs (e.g., sprinting, weightlifting, football).
- Body composition: A health-related component of physical fitness that relates to the percentage of fat tissue and lean tissue in the body.
- Cardiorespiratory fitness: A health related component of physical fitness relating to the ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity.
- Circuit training: Exercise program, similar to an obstacle course, in which the person goes from one place to another doing a different exercise at each place.
- Continuous: Two or more repetitions of the same skill such as dribbling in basketball or soccer.
- Dynamic balance: Equilibrium used when in motion, starting and stopping.
- Flexibility: A health-related component of physical fitness that relates to the range of motion available at a joint.
- Health-related fitness: Components of physical fitness that have a relationship with good health. Components are cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
- Moderate physical activity: Sustained, repetitive, large muscle movements (e.g., walking, running, cycling) done at less than 60% of maximum heart rate for age. Maximum heart rate is 220 beats per minute minus participant’s age.
- Muscular endurance: A health-related component of physical fitness that relates to the ability of a muscle to continue to perform without fatigue.
- Muscular strength: A health-related component of physical fitness that relates to the ability of the muscle to exert force.
- Physical activity: Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure.
- Physical fitness: A set of attributes that people have or achieve and that relate to their ability to perform physical activity. Generally accepted to consist of health-related fitness and skill-related fitness.
- Skill-related fitness: Consists of components of physical fitness that have a relationship with enhanced performance in sports and motor skills. The components are agility, balance, coordination, power, reaction time and speed.
- Vigorous physical activity: Sustained, repetitive, large muscle movements (e.g., running, swimming, soccer) done at 60% or more of maximum heart rate for age. Maximum heart rate is 220 beats per minute minus the participant’s age. Activity makes person sweat and breathe hard.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.4.6.A (Advanced)	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	
10.4.6.D (Advanced)	Describe factors that affect childhood physical activity preferences. • enjoyment • personal interest • social experience • opportunities to learn new activities • parental preference • environment	
10.4.6.E (Advanced)	Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement. • success-oriented activities • school-community resources • variety of activities • time on task	
10.5.6.D (Advanced)	Describe and apply the principles of exercise to the components of health-related and skill-related fitness. • cardio-respiratory endurance • muscular strength • muscular endurance • flexibility • body composition	
10.5.6.F (Advanced)	Identify and apply game strategies to basic games and physical activities. • give and go • one on one • peer communication	

This Curriculum Map Unit has no Topics to display

Unit:

This Curriculum Map Unit has no Topics to display

Curriculum Map: Physical Education Grade 7

Course: MS Phys Ed 7 Sub-topic: General

Grade(s): None specified

Course Description: The Martin Meylin Physical Education program is dedicated to promoting lifetime fitness, physical activity, character development, and enhancing health and wellness for all students. The focus of this class is to help all students become informed decision-makers capable of planning for lifetime fitness and physical activity. This class can also serve as a catalyst for students to achieve personal fitness and sports goals. The course aligns the curriculum and instruction with the Pennsylvania Academic Standards for Health, Safety, and Physical Education. Through a combination of planned instruction, guided practice, and game-play participation, students will have an intermediate understanding of the following:

  -Analyze the role of individual responsibility for safety during organize group activities

  -Develop sportsmanship and etiquette during physical activity

  -Analyze the effects of regular physical activity on adolescent well being

  -Engage in intermediate modes of personal fitness activities and goals

  -Analyze ways to enhance personal physical activity preferences

  -Describe and apply intermediate components of skill- related fitness and development

  -Explore the relationship between intermediate motor skill development

  -Analyze and describe intermediate principles of training

  -Apply intermediate game and practice strategies into teamwork and gameplay

Course Notes: This course is designed as the introductory level to the 7th grade intermediate course and the 8th grade complex courses.

Unit: Movement Preparation

Unit Description: In this unit, students will acclimate to class routines and expectations. Students will learn the importance of a proper static and dynamic warmup routine while applying the components of skill-related fitness to the movement performance. Skills such as agility, balance, coordination, power, reaction time, and speed will be utilized daily to enhance student performance.

Unit Essential Questions:

- What is the purpose of movement preparation?
- Describe the process of preparing one's body or movement.
- Describe the difference between a static and dynamic stretching.
- What are the benefits of a movement preparation sequences in relation to small and large muscle groups?

Unit Big Ideas:

- Contributing to a safe classroom environment
- Engagement in moderate to vigorous physical activity
- Effects of physical exercise
- Monitoring heart rate
- Fitness assessment
- Intermediate movement skills
- Intermediate motor skills

Unit Materials:

- Cones
- Poly dots

- Floor tape
- Music
- Speaker system
- TV with internet access
- Schoology
- Heartrate monitors
- Informational wall posters

Unit Key Terminology & Definitions :

- Agility: A component of physical fitness that relates to the ability to rapidly change the position of the entire body in space with speed and accuracy.
- Balance: A skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving.
- Continuous: Two or more repetitions of the same skill such as dribbling in basketball or soccer.
- Cool-down: Brief, mild exercise done after vigorous exercise to help the body safely return to a resting state.
- Coordination: A skill-related component of physical fitness that relates to the ability to use the senses together with body parts in performing motor tasks smoothly and accurately.
- Dynamic balance: Equilibrium used when in motion, starting and stopping.
- Efficiency of movement: The state or quality of competence in performance with minimum expenditure of time and effort.
- Flexibility: A health-related component of physical fitness that relates to the range of motion available at a joint.
- Good performance: The ability to correctly select what to do and the ability to execute the selection appropriately.
- Locomotor movement: Movements producing physical displacement of the body, usually identified by weight transference via the feet. Basic locomotor steps are the walk, run, hop and jump as well as the irregular rhythmic combinations of the skip, slide and gallop.
- Nonlocomotor movement: Movements that do not produce physical displacement of the body.
- Pathways: Patterns of travel while performing locomotor movements (e.g., straight, curved, zigzag).
- Physical education: Planned, sequential, movement-based program of curricula and instruction that helps students develop knowledge, attitudes, motor skills, self-management skills and confidence needed to adapt and maintain a physically active life.
- Progression: A principle of exercise that states that a person should start slowly and increase exercise gradually.
- Safety education: Planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes and confidence needed to protect them from injury.
- Self-space: All the space that the body or its parts can reach without traveling from a starting location.
- Static balance: Maintaining equilibrium while holding a pose or remaining motionless.
- Warm-up: Brief, mild exercise that is done to get ready for more vigorous exercise.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.3.9.A (Advanced) Analyze the role of individual responsibility for safe practices   and injury prevention in the home, school and community.

• modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) • violence

	prevention in school • self-protection in the home • self-protection in public places	
10.4.9.A (Advanced)	Analyze and engage in physical activities that are developmentally/ndividually appropriate and support achievement of personal fitness and activity goals.	
10.4.9.B (Advanced)	Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management	
10.4.9.C (Advanced)	Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardio-respiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse	
10.5.9.A (Advanced)	Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed	
10.5.9.B (Advanced)	Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)	

This Curriculum Map Unit has no Topics to display

Unit: Personal Fitness

Unit Description: In this unit, the student’s fitness level will be assessed using pre and post-test performance data from the National FitnessGram testing series. Students will learn how to evaluate and improve their health-related components of fitness. Students will engage in activities to improve muscle endurance, muscle strength, flexibility, cardiorespiratory endurance, and body composition. Students will identify and describe training principles regarding specificity, progression, repetitions, and sets to improve fitness levels. Students will also incorporate anaerobic, aerobic, circuit, and interval training into their daily classroom routine. Students will identify and apply ways to monitor the body’s response to moderate to vigorous physical activity. To improve cardiorespiratory endurance, students will monitor their age-specific target heart rate

Unit Essential Questions:

- Explain the difference between moderate and vigorous physical activity.
- Describe the effects of physical exercise.
- How do you find the resting, maximal, and target heart rate within a variety of activities?
- How can one improve the components of health related fitness?
- How can one use physical activity to assess personal fitness?
- Describe the difference between health related fitness components and skill related fitness components.

Unit Big Ideas:

- Contributing to a safe classroom environment
- Engagement in moderate to vigorous physical activity
- Effects of physical exercise and the body systems
- Monitoring heart rates between intermediate activities
- Personalizing components of health related fitness
- Personalizing components of skill related fitness
- Intermediate movement skills

- Fitness assessment
- Principles of exercise

Unit Materials:

- Heart rate monitors
- Poly dots
- Cones
- Floor tape
- Music
- Speakers system
- Fitness Gram Assessment manual
- Fitness Gram Audio Tape
- Schoology
- Informational wall posters
- Sit & reach box
- Floor Mats
- Pull Up bars
- Vertical jump measuring tool

Unit Key Terminology & Definitions :

- Aerobic: Physical activity or exercise done at a steady pace for an extended period of time so that the heart can supply as much oxygen as the body needs (e.g., walking, running, swimming, cycling).
- Anaerobic: Physical activity or exercise done in short, fast bursts so that the heart cannot supply oxygen as fast as the body needs (e.g., sprinting, weightlifting, football).
- Body systems: Anatomically or functionally related parts of the body (e.g., skeletal, nervous, immune, circulatory systems).
- Body composition: A health-related component of physical fitness that relates to the percentage of fat tissue and lean tissue in the body.
- Cardiorespiratory fitness: A health related component of physical fitness relating to the ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity.
- Circuit training: Exercise program, similar to an obstacle course, in which the person goes from one place to another doing a different exercise at each place.
- Flexibility: A health-related component of physical fitness that relates to the range of motion available at a joint.
- Health-related fitness: Components of physical fitness that have a relationship with good health. Components are
  cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
- Intensity: How hard a person should exercise to improve fitness.
- Interval training: An anaerobic exercise program that consists of runs of short distance followed by rest.
- Moderate physical activity: Sustained, repetitive, large muscle movements (e.g., walking, running, cycling) done at less than 60% of maximum heart rate for age. Maximum heart rate is 220 beats per minute minus participant’s age.
- Muscular endurance: A health-related component of physical fitness that relates to the ability of a muscle to continue to perform without fatigue.
- Muscular strength: A health-related component of physical fitness that relates to the ability of the muscle to exert force.
- Overload: A principle of exercise that states that the only way to improve fitness is to exercise more than the normal.
- Physical activity: Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure.
- Physical fitness: A set of attributes that people have or achieve and that relate to their ability to perform physical activity. Generally accepted to consist of health-related fitness and skill-related fitness.
- Principles of exercise: Guidelines to follow to obtain the maximum benefits from physical activity and exercise.
- Principles of training: Guidelines to follow to obtain the maximum benefits from an

exercise plan.

- Progression: A principle of exercise that states that a person should start slowly and increase exercise gradually.
- Repetitions: Number of times an exercise is repeated.
- Set: A group of several repetitions.
- Skill-related fitness: Consists of components of physical fitness that have a relationship with enhanced performance in sports and motor skills. The components are agility, balance, coordination, power, reaction time and speed.
- Specificity: A principle of exercise that states that specific kinds of exercises must be done to develop specific aspects of the body and specific aspects of fitness.
- Vigorous physical activity: Sustained, repetitive, large muscle movements (e.g., running, swimming, soccer) done at 60% or more of maximum heart rate for age. Maximum heart rate is 220 beats per minute minus the participant’s age. Activity makes person sweat and breathe hard.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.4.9.A (Advanced)	Analyze and engage in physical activities that are developmentally/ndividually appropriate and support achievement of personal fitness and activity goals.	
10.4.9.B (Advanced)	Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management	
10.4.9.C (Advanced)	Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardio-respiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse	
10.5.9.D (Advanced)	Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set	
10.5.9.E (Advanced)	Analyze and apply scientific and biomechanical principles to complex movements. • centripetal/centrifugal force • linear motion • rotary motion • friction/resistance • equilibrium • number of moving segments	

This Curriculum Map Unit has no Topics to display

Unit: Sportsmanship Etiquette, and Character Development

Unit Description: In this unit, students will analyze the effects of positive and negative interactions between group members during physical activity. Students will learn about group dynamics, social pressures, and peer influence during physical activity and guided play. Students will understand the role of individual responsibility for safety during organized group activities and guided play.

Unit Essential Questions:

How can reflective listening lead to conflict management?

How can one's actions contribute to positive and negative group interactions?

Explain ways to contribute to a safe classroom environment.

How can I-statements help to resolve conflict management?

Unit Big Ideas:

- Conflict management while working with others to accomplish an intermediate task
- Contributing to safe classroom environment while being challenged to perform at a moderate level
- Positive and negative group interactions while competing to accomplish a task

Unit Materials:

- 9 in the sky game
- 6 Heart rate monitors
- 30 Poly dots
- Cones
- 60 Pinnies
- Floor tape
- Music
- Speaker system
- Schoology
- Informational wall posters
- 12 Omnikin balls
- 15 Volleyballs
- Volleyball net
- 20 Soccer balls
- 20 Footballs
- 25 Floor hockey stick/balls
- 25 Field hockey sticks/balls
- 1 Cage soccer ball
- 25 Nerf frisbees
- 36 Hula hoops
- 20 Pebbles nerf ball
- 25 Foam balls
- 2 Ladder golf system
- 8 Corn hole board and bags
- 25 Frisbee disc
- 9 hole Frisbee disc course
- 25 Ultimate frisbee disc
- 50 Lacrosse sticks/indoor lacrosse balls
- 8 Pickleball nets
- 30 Pickleball paddles/ball
- Softballs
- Softball gloves
- Softball bats
- Softball T's
- Track batons
- Track starting blocks
- High jump bungee
- Trainer javelin
- Trainer pole vault sticks
- Shot put
- Discus
- Kan Jam
- 30 Basketballs
- Weighted fitness bars
- Chinese jump ropes
- Rugby balls
- Wiffle balls
- Playground balls
- Megaphone/microphone
- Bluetooth microphone
- Jump ropes
- Floor bases
- Goals

Unit Key Terminology & Definitions :

- Assertive: The expression of thoughts and feelings without experiencing anxiety or threatening others.
- Decision-making process: An organized approach to making choices.
- Developmental differences: Learners are at different levels in their motor, cognitive, emotional, social and physical development. The learners’ developmental status will affect their ability to learn or improve.
- Developmentally appropriate: Motor skill development and change THAT occur in an orderly, sequential fashion and is ARE age and experience related.
- Directions: Forward, backward, left, right, up, down.

- Feedback: Information given to the learner about how to improve or correct a movement.
- I-statement A statement describing a specific behavior or event and the effect that behavior or event has on a person and the feelings that result.
- Long-term memory: Ability to recall information that was learned days or even years ago.
- Motor stage of learning: Individual is working to perfect the motor skill and makes conscious adjustments to the environment.
- Reflective listening: An active listening skill in which the individual lets others know he/she has heard and understands what
has been said.
- Short-term memory: Ability to recall recently learned information, such as within the past few seconds or minutes.
- Verbal cognitive stage The individual is attempting to move from verbal instruction to trying to figure out how to actually do of learning: the skill. The first attempts at the skill are generally mechanical and success is inconsistent. The individual thinks through each step of the movement.

This Curriculum Map Unit has no Topics to display

Unit: Movement and Skill Development

Unit Description: Students will analyze and apply scientific biomechanical principles of complex movement. Students will apply practice strategies for skill improvement and concepts of motor skill development. Students will be able to relate how authentic practice transfers into better motor skill improvement.

Unit Essential Questions:

- Describe how scientific principles affect intermediate movement.
- Explain the relationship between practice and skill development.
- Apply intermediate biomechanical principles and describe how they effect movement.
- Explain the relationship between movement sequence and the critical elements of a skill.

Unit Big Ideas:

- Engagement in moderate to vigorous physical activity
- Intermediate motor skill improvement
- Intermediate movement sequences
- Intermediate motor skill development
- Intermediate practice sequence
- Scientific movement principles

Unit Materials:

- 9 in the sky game
- 6 Heart rate monitors
- 30 Poly dots
- Cones
- 60 Pinnies
- Floor tape
- Music
- Speaker system
- Schoology
- Informational wall posters
- 12 Omnikin balls
- 15 Volleyballs
- Volleyball net
- 20 Soccer balls
- 20 Footballs
- 25 Floor hockey stick/balls
- 25 Field hockey sticks/balls
- 1 Cage soccer ball

- 25 Nerf frisbees
- 36 Hula hoops
- 20 Pebbles nerf ball
- 25 Foam balls
- 2 Ladder golf system
- 8 Corn hole board and bags
- 25 Frisbee disc
- 9 hole Frisbee disc course
- 25 Ultimate frisbee disc
- 50 Lacrosse sticks/indoor lacrosse balls
- 8 Pickleball nets
- 30 Pickleball paddles/ball
- Softballs
- Softball gloves
- Softball bats
- Softball T's
- Track batons
- Track starting blocks
- High jump bungee
- Trainer javelin
- Trainer pole vault sticks
- Shot put
- Discus
- Kan Jam
- 30 Basketballs
- Weighted fitness bars
- Chinese jump ropes
- Rugby balls
- Wiffle balls
- Playground balls
- Megaphone/microphone
- Bluetooth microphone
- Jump ropes
- Floor bases
- Goals

Unit Key Terminology & Definitions :

- Biomechanical principles: The science concerned with the action of forces, internal or external, on the living body.
- Centrifugal: The force that seems to pull an object away from the center as it moves in a circle.
- Centripetal: The force that is required to keep an object moving around a circular path.
- Closed: Skills that are performed in an environment that does not change or that changes very little, such as archery or the foul shot in basketball.
- Critical elements: The important parts of a skill.
- Discrete: Single skill performed in isolation from other motor skills such as the soccer penalty kick and golf stroke.
- Equilibrium: State in which there is no change in the motion of a body.
- Force: Any external agent that causes a change in the motion of a body.
- Form: Manner or style of performing a movement according to recognized standards of technique.
- Kinetic: Energy that an object possesses because it is moving, such as a pitched baseball or a person running.
- Levels: Positions of the body (e.g., high, medium, low).
- Linear motion: Movement which occurs in a straight path.
- Locomotor movement: Movements producing physical displacement of the body, usually identified by weight transference via the feet. Basic locomotor steps are the walk, run, hop and jump as well as the irregular rhythmic combinations of the skip, slide and gallop.
- Manipulative movements: Control of objects with body parts and implements. Action causes an object to move from one place to another.
- Mechanical advantage: The ratio between the force put into a machine and the force

that comes out of the same machine.

- Motor skills: Non-fitness abilities that improve with practice and relate to one’s ability to perform specific sports and other motor tasks (e.g., tennis serve, shooting a basketball).
- Motor stage of learning: Individual is working to perfect the motor skill and makes conscious adjustments to the environment.
- Movement skills: Proficiency in performing nonlocomotor, locomotor and manipulative movements that are the foundation for participation in physical activities.
- Newton’s Laws of Motion: Three laws by Sir Isaac Newton that explain the relations between force and the motions produced by them: The Law of Inertia, Force and Acceleration, Reacting Forces.
- Open: Skill is performed in an environment that varies or is unpredictable such as the tennis forehand or the soccer pass.
- Power: A skill-related component of physical fitness that relates to the rate at which one can perform work.
- Principles of exercise: Guidelines to follow to obtain the maximum benefits from physical activity and exercise.
- Reaction time: A skill-related component of physical fitness that relates to the time elapsed between stimulation and the beginning of the response to it.
- Rotary motion: Force that produces movement that occurs around an axis or center point such as a somersault.
- Serial: Two or more different skills performed with each other such as fielding a ball and throwing it or dribbling a basketball and shooting it.
- Speed: A skill-related component of physical fitness that relates to the ability to perform a movement or cover a distance in a short period of time.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.4.9.A (Advanced)	Analyze and engage in physical activities that are developmentally/ndividually appropriate and support achievement of personal fitness and activity goals.	
10.4.9.E (Advanced)	Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice	
10.5.9.A (Advanced)	Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed	
10.5.9.B (Advanced)	Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)	
10.5.9.C (Advanced)	Identify and apply practice strategies for skill improvement.	
10.5.9.E (Advanced)	Analyze and apply scientific and biomechanical principles to complex movements. • centripetal/centrifugal force • linear motion • rotary motion • friction/resistance • equilibrium • number of moving segments	
10.5.9.F (Advanced)	Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management	

This Curriculum Map Unit has no Topics to display

Unit: Cooperation and Game Strategies

Unit Description: In this unit, students will apply game strategies to complex games and physical activities. Students will work with others to develop offensive and defensive strategies and time management skills during gameplay. There will be an expectation of collaboration among peers.

Unit Essential Questions:

- How can one apply peer communication and feedback to enhance game strategy?
- How can acknowledging developmental differences help lead to a group's success?
- Explain how game strategy can lead to a successful or unsuccessful team outcome?
- Describe how positive or negative group interactions can lead to good performance?
- How can one apply game strategies to intermediate games and physical activity?

Unit Big Ideas:

• Engagement in intermediate moderate and vigorous activity

• Activity preferences

• Physical activity and motor skill improvement wile preforming intermediate task

• Positive and negative group interactions while working together during activity

• Intermediate movement skills

• Intermediate movement sequences

• Intermediate practice and skill development

• Intermediate game strategies

Unit Materials:

- 9 in the sky game
- 6 Heart rate monitors
- 30 Poly dots
- Cones
- 60 Pinnies
- Floor tape
- Music
- Speaker system
- Schoology
- Informational wall posters
- 12 Omnikin balls
- 15 Volleyballs
- Volleyball net
- 20 Soccer balls
- 20 Footballs
- 25 Floor hockey stick/balls
- 25 Field hockey sticks/balls
- 1 Cage soccer ball
- 25 Nerf frisbees
- 36 Hula hoops
- 20 Pebbles nerf ball
- 25 Foam balls
- 2 Ladder golf system
- 8 Corn hole board and bags
- 25 Frisbee disc
- 9 hole Frisbee disc course
- 25 Ultimate frisbee disc
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- 8 Pickleball nets
- 30 Pickleball paddles/ball
- Softballs
- Softball gloves
- Softball bats
- Softball T's
- Track batons
- Track starting blocks
- High jump bungee
- Trainer javelin

- Trainer pole vault sticks
- Shot put
- Discus
- Kan Jam
- 30 Basketballs
- Weighted fitness bars
- Chinese jump ropes
- Rugby balls
- Wiffle balls
- Playground balls
- Megaphone/microphone
- Bluetooth microphone
- Jump ropes
- Floor bases
- Goals

Unit Key Terminology & Definitions :

- Automatic Stage of Learning: Movement responses flow and the individual can focus on what to do without thinking about it.
- Continuous: Two or more repetitions of the same skill such as dribbling in basketball or soccer.
- Decision-making process: An organized approach to making choices.
- Developmental differences: Learners are at different levels in their motor, cognitive, emotional, social and physical development. The learners’ developmental status will affect their ability to learn or improve.
- Directions: Forward, backward, left, right, up, down.
- Feedback: Information given to the learner about how to improve or correct a movement.
- Good performance: The ability to correctly select what to do and the ability to execute the selection appropriately.
- I-statement A statement describing a specific behavior or event and the effect that behavior or event has on a person and the feelings that result.
- Levels: Positions of the body (e.g., high, medium, low).
- Long-term memory: Ability to recall information that was learned days or even years ago.
- Reflective listening: An active listening skill in which the individual lets others know he/she has heard and understands what has been said.
- Self-space: All the space that the body or its parts can reach without traveling from a starting location.
- Short-term memory: Ability to recall recently learned information, such as within the past few seconds or minutes.
- Verbal cognitive stage The individual is attempting to move from verbal instruction to trying to figure out how to actually do
  of learning: the skill. The first attempts at the skill are generally mechanical and success is inconsistent. The individual thinks through each step of the movement.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.4.9.A (Advanced)	Analyze and engage in physical activities that are developmentally/ndividually appropriate and support achievement of personal fitness and activity goals.	
10.4.9.D (Advanced)	Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence	
10.4.9.E (Advanced)	Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice	
10.4.9.F (Advanced)	Analyze the effects of positive and negative interactions of adolescent group members in physical activities.	

	• group dynamics • social pressure	
10.5.9.A (Advanced)	Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed	
10.5.9.C (Advanced)	Identify and apply practice strategies for skill improvement.	
10.5.9.F (Advanced)	Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management	

This Curriculum Map Unit has no Topics to display

Unit: Lifelong Activities

Unit Description: In this unit, students can learn new activities based on enjoyment and personal interest. These activities are readily available within communities for lifelong exercise and social experience. Students can engage in various activities to find an opportunity that interests them to encourage their lifelong participation in physical activity. Students will also discuss the positive effects of regular exercise and how it relates to overall wellness.

Unit Essential Questions:

- Explain how activity preferences can lead to a healthier lifestyle.
- Describe a lifelong fitness activity and explain how this activity can fit into your lifestyle long term.
- Explain how principles of exercise apply to your choice of lifelong activity.
- How can your activity preference enhance your engagement in moderate to vigorous physical activity?

Unit Big Ideas:

- Engagement in moderate to vigorous physical activity
- Activity preferences
- Intermediate physical activity and motor skill improvement
- Intermediate principles of exercise
- Intermediate game strategies
- Intermediate practice strategies
- Health related fitness

Unit Materials:

- 9 in the sky game
- 6 Heart rate monitors
- 30 Poly dots
- Cones
- 60 Pinnies
- Floor tape
- Music
- Speaker system
- Schoology
- Informational wall posters
- 12 Omnikin balls
- 15 Volleyballs
- Volleyball net
- 20 Soccer balls
- 20 Footballs
- 25 Floor hockey stick/balls
- 25 Field hockey sticks/balls
- 1 Cage soccer ball
- 25 Nerf frisbees
- 36 Hula hoops
- 20 Pebbles nerf ball
- 25 Foam balls
- 2 Ladder golf system
- 8 Corn hole board and bags

- 25 Frisbee disc
- 9 hole Frisbee disc course
- 25 Ultimate frisbee disc
- 50 Lacrosse sticks/indoor lacrosse balls
- 8 Pickleball nets
- 30 Pickleball paddles/ball
- Softballs
- Softball gloves
- Softball bats
- Softball T's
- Track batons
- Track starting blocks
- High jump bungee
- Trainer javelin
- Trainer pole vault sticks
- Shot put
- Discus
- Kan Jam
- 30 Basketballs
- Weighted fitness bars
- Chinese jump ropes
- Rugby balls
- Wiffle balls
- Playground balls
- Megaphone/microphone
- Bluetooth microphone
- Jump ropes
- Floor bases
- Goals

Unit Key Terminology & Definitions :

- Aerobic: Physical activity or exercise done at a steady pace for an extended period of time so that the heart can supply as much oxygen as the body needs (e.g., walking, running, swimming, cycling).
- Anaerobic: Physical activity or exercise done in short, fast bursts so that the heart cannot supply oxygen as fast as the body needs (e.g., sprinting, weightlifting, football).
- Body composition: A health-related component of physical fitness that relates to the percentage of fat tissue and lean tissue in the body.
- Cardiorespiratory fitness: A health related component of physical fitness relating to the ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity.
- Circuit training: Exercise program, similar to an obstacle course, in which the person goes from one place to another doing a different exercise at each place.
- Continuous: Two or more repetitions of the same skill such as dribbling in basketball or soccer.
- Dynamic balance: Equilibrium used when in motion, starting and stopping.
- Flexibility: A health-related component of physical fitness that relates to the range of motion available at a joint.
- Health-related fitness: Components of physical fitness that have a relationship with good health. Components are cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
- Moderate physical activity: Sustained, repetitive, large muscle movements (e.g., walking, running, cycling) done at less than 60% of maximum heart rate for age. Maximum heart rate is 220 beats per minute minus participant’s age.
- Muscular endurance: A health-related component of physical fitness that relates to the ability of a muscle to continue to perform without fatigue.
- Muscular strength: A health-related component of physical fitness that relates to the ability of the muscle to exert force.
- Physical activity: Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure.
- Physical fitness: A set of attributes that people have or achieve and that relate to their ability to perform physical activity. Generally accepted to consist of health-related fitness and skill-related fitness.
- Skill-related fitness: Consists of components of physical fitness that have a relationship

with enhanced performance in sports and motor skills. The components are agility, balance, coordination, power, reaction time and speed.

- Vigorous physical activity: Sustained, repetitive, large muscle movements (e.g., running, swimming, soccer) done at 60% or more of maximum heart rate for age. Maximum heart rate is 220 beats per minute minus the participant’s age. Activity makes person sweat and breathe hard.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.4.9.A (Advanced)	Analyze and engage in physical activities that are developmentally/ndividually appropriate and support achievement of personal fitness and activity goals.	
10.4.9.D (Advanced)	Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence	
10.4.9.E (Advanced)	Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice	
10.4.9.F (Advanced)	Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure	
10.5.9.D (Advanced)	Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set	
10.5.9.F (Advanced)	Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management	

This Curriculum Map Unit has no Topics to display

Unit:

This Curriculum Map Unit has no Topics to display

Curriculum Map: Physical Education Grade 8

Course: MS Phys Ed 8 Sub-topic: General

Grade(s): 8

Course Description:

The Martin Meylin Physical Education program is dedicated to promoting lifetime fitness, physical activity, character development, and enhancing health and wellness for all students. The focus of this class is to help all students become informed decision-makers capable of planning for lifetime fitness and physical activity. This class can also serve as a catalyst for students to achieve personal fitness and sports goals. The course aligns the curriculum and instruction with the Pennsylvania Academic Standards for Health, Safety, and Physical Education. Through a combination of planned instruction, guided practice, and game-play participation, students will have a complex understanding of the following:

-Analyze the role of individual responsibility for safety during organized group activities

-Develop sportsmanship and etiquette during physical activity

-Analyze the effects of regular physical activity on adolescent well being

-Engage in complex modes of personal fitness activities and goals

-Analyze ways to enhance personal physical activity preferences

-Describe and apply complex components of skill

-related fitness and development

-Explore the relationship between complex motor skill development

-Analyze and describe complex principles of training

-Apply complex game and practice strategies into teamwork and gameplay

Course Notes:

This course is designed as a complex level to the 7th grade intermediate course and the 6th grade introductory course.

Unit: Movement Preparation

Unit Description:

In this unit, students will acclimate to class routines and expectations. Students will learn the importance of a proper static and dynamic warmup routine while applying the components of skill-related fitness to the movement performance. Skills such as agility, balance, coordination, power, reaction time, and speed will be utilized daily to enhance student performance.

Unit Essential Questions:

- What is the purpose of movement preparation?
- Identify the process of preparing one's body or movement.
- Identify the sequence and progression of static and dynamic stretching.
- Explain the purpose of warming up small and large muscle groups for movement preparation.

Unit Big Ideas:

- contributing to a safe classroom environment
- engagement in moderate to vigorous physical activity
- effects of physical exercise
- monitoring heart rate
- fitness assessment
- movement skills
- motor skills

Unit Key Terminology & Definitions :

- Agility: A component of physical fitness that relates to the ability to rapidly change the position of the entire body in space with speed and accuracy.

- Balance: A skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving.
- Continuous: Two or more repetitions of the same skill such as dribbling in basketball or soccer.
- Cool-down: Brief, mild exercise done after vigorous exercise to help the body safely return to a resting state.
- Coordination: A skill-related component of physical fitness that relates to the ability to use the senses together with body parts in performing motor tasks smoothly and accurately.
- Dynamic balance: Equilibrium used when in motion, starting and stopping.
- Efficiency of movement: The state or quality of competence in performance with minimum expenditure of time and effort.
- Flexibility: A health-related component of physical fitness that relates to the range of motion available at a joint.
- Good performance: The ability to correctly select what to do and the ability to execute the selection appropriately.
- Locomotor movement: Movements producing physical displacement of the body, usually identified by weight transference via the feet. Basic locomotor steps are the walk, run, hop and jump as well as the irregular rhythmic combinations of the skip, slide and gallop.
- Nonlocomotor movement: Movements that do not produce physical displacement of the body.
- Pathways: Patterns of travel while performing locomotor movements (e.g., straight, curved, zigzag).
- Physical education: Planned, sequential, movement-based program of curricula and instruction that helps students develop knowledge, attitudes, motor skills, self-management skills and confidence needed to adapt and maintain a physically active life.
- Progression: A principle of exercise that states that a person should start slowly and increase exercise gradually.
- Safety education: Planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes and confidence needed to protect them from injury.
- Self-space: All the space that the body or its parts can reach without traveling from a starting location.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.3.9.D (Advanced)	Analyze the role of individual responsibility for safety during organized group activities.	
10.4.9.A (Advanced)	Analyze and engage in physical activities that are developmentally/ndividually appropriate and support achievement of personal fitness and activity goals.	
10.4.9.B (Advanced)	Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.	

	• stress management • disease prevention • weight management	
10.4.9.C (Advanced)	Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardio-respiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse	
10.5.9.A (Advanced)	Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed	
10.5.9.B (Advanced)	Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)	

This Curriculum Map Unit has no Topics to display

Unit: Personal Fitness

Unit Description: In this unit, the student’s fitness level will be assessed using pre and post-test performance data from the National FitnessGram testing series. Students will learn how to evaluate and improve their health-related components of fitness. Students will engage in activities to improve muscle endurance, muscle strength, flexibility, cardiorespiratory endurance, and body composition. Students will identify and describe training principles regarding specificity, progression, repetitions, and sets to improve fitness levels. Students will also incorporate anaerobic, aerobic, circuit, and interval training into their daily classroom routine. Students will identify and apply ways to monitor the body’s response to moderate to vigorous physical activity. To improve cardiorespiratory endurance, students will monitor their age-specific target heart rate

Unit Essential Questions:

- Analyze the difference between moderate and vigorous physical activity.
- Evaluate the effects of physical exercise.
- How do you find the resting, maximal, and target heart rate within a variety of activities?
- How can one improve the components of health related fitness?
- How can one use physical activity to assess one's personal fitness?
- Evaluate the difference between health related fitness components and skill related fitness components.

Unit Big Ideas:

- Contributing to a safe classroom environment
- Engagement in moderate to vigorous physical activity
- Effects of physical exercise and the body systems
- Monitoring heart rates between advanced activities
- Personalizing components of health related fitness
- Personalizing components of skill related fitness
- Advanced movement skills
- Fitness assessment
- Principles of exercise

Unit Materials:

- Heart rate monitors
- Poly dots
- Cones
- Floor tape
- Music
- Speakers system
- Fitness Gram Assessment manual
- Fitness Gram Audio Tape
- Schoology

- Informational wall posters
- Sit & reach box
- Floor Mats
- Pull Up bars
- Vertical jump measuring tool

Unit Key Terminology & Definitions :

- Aerobic: Physical activity or exercise done at a steady pace for an extended period of time so that the heart can supply as much oxygen as the body needs (e.g., walking, running, swimming, cycling).
- Anaerobic: Physical activity or exercise done in short, fast bursts so that the heart cannot supply oxygen as fast as the body needs (e.g., sprinting, weightlifting, football).
- Body systems: Anatomically or functionally related parts of the body (e.g., skeletal, nervous, immune, circulatory systems).
- Body composition: A health-related component of physical fitness that relates to the percentage of fat tissue and lean tissue in the body.
- Cardiorespiratory fitness: A health related component of physical fitness relating to the ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity.
- Circuit training: Exercise program, similar to an obstacle course, in which the person goes from one place to another doing a different exercise at each place.
- Flexibility: A health-related component of physical fitness that relates to the range of motion available at a joint.
- Health-related fitness: Components of physical fitness that have a relationship with good health. Components are cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
- Intensity: How hard a person should exercise to improve fitness.
- Interval training: An anaerobic exercise program that consists of runs of short distance followed by rest.
- Moderate physical activity: Sustained, repetitive, large muscle movements (e.g., walking, running, cycling) done at less than 60% of maximum heart rate for age. Maximum heart rate is 220 beats per minute minus participant’s age.
- Muscular endurance: A health-related component of physical fitness that relates to the ability of a muscle to continue to perform without fatigue.
- Muscular strength: A health-related component of physical fitness that relates to the ability of the muscle to exert force.
- Overload: A principle of exercise that states that the only way to improve fitness is to exercise more than the normal.
- Physical activity: Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure.
- Physical fitness: A set of attributes that people have or achieve and that relate to their ability to perform physical activity. Generally accepted to consist of health-related fitness and skill-related fitness.
- Principles of exercise: Guidelines to follow to obtain the maximum benefits from physical activity and exercise.
- Principles of training: Guidelines to follow to obtain the maximum benefits from an exercise plan.
- Progression: A principle of exercise that states that a person should start slowly and

increase exercise gradually.

- Repetitions: Number of times an exercise is repeated.
- Set: A group of several repetitions.
- Skill-related fitness: Consists of components of physical fitness that have a relationship with enhanced performance in sports and motor skills. The components are agility, balance, coordination, power, reaction time and speed.
- Specificity: A principle of exercise that states that specific kinds of exercises must be done to develop specific aspects of the body and specific aspects of fitness.
- Vigorous physical activity: Sustained, repetitive, large muscle movements (e.g., running, swimming, soccer) done at 60% or more of maximum heart rate for age. Maximum heart rate is 220 beats per minute minus the participant’s age. Activity makes person sweat and breathe hard.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.4.9.A (Advanced)	Analyze and engage in physical activities that are developmentally/ndividually appropriate and support achievement of personal fitness and activity goals.	
10.4.9.B (Advanced)	Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management	
10.4.9.C (Advanced)	Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardio-respiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse	
10.5.9.D (Advanced)	Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set	
10.5.9.E (Advanced)	Analyze and apply scientific and biomechanical principles to complex movements. • centripetal/centrifugal force • linear motion • rotary motion • friction/resistance • equilibrium • number of moving segments	

This Curriculum Map Unit has no Topics to display

Unit: Sportsmanship, Etiquette and Character Development

Unit Description: In this unit, students will analyze the effects of positive and negative interactions between group members during physical activity. Students will learn about group dynamics, social pressures, and peer influence during physical activity and guided play. Students will understand the role of individual responsibility for safety during organized group activities and guided play.

Unit Essential Questions: How can reflective listening lead to conflict management?

Analyze ways to contribute to a safe classroom environment.

How can I-statements help to resolve conflict management while competeting to accomplish a task?

Unit Big Ideas:

- Conflict management while working with others to accomplish an advanced task
- Contributing to safe classroom environment while being challenged to perform at a high level
- Positive and negative group interactions while competing to accomplish a task

Unit Materials:

- 9 in the sky game
- 6 Heart rate monitors
- 30 Poly dots
- Cones
- 60 Pinnies
- Floor tape
- Music
- Speaker system
- Schoology
- Informational wall posters
- 12 Omnikin balls
- 15 Volleyballs
- Volleyball net
- 20 Soccer balls
- 20 Footballs
- 25 Floor hockey stick/balls
- 25 Field hockey sticks/balls
- 1 Cage soccer ball
- 25 Nerf frisbees
- 36 Hula hoops
- 20 Pebbles nerf ball
- 25 Foam balls
- 2 Ladder golf system
- 8 Corn hole board and bags
- 25 Frisbee disc
- 9 hole Frisbee disc course
- 25 Ultimate frisbee disc
- 50 Lacrosse sticks/indoor lacrosse balls
- 8 Pickleball nets
- 30 Pickleball paddles/ball
- Softballs
- Softball gloves
- Softball bats
- Softball T's
- Track batons
- Track starting blocks
- High jump bungee
- Trainer javelin
- Trainer pole vault sticks
- Shot put
- Discus
- Kan Jam
- 30 Basketballs
- Weighted fitness bars
- Chinese jump ropes
- Rugby balls
- Wiffle balls
- Playground balls
- Megaphone/microphone
- Bluetooth microphone
- Jump ropes
- Floor bases
- Goals

Unit Key Terminology & Definitions :

- Assertive: The expression of thoughts and feelings without experiencing anxiety or threatening others.
- Decision-making process: An organized approach to making choices.
- Developmental differences: Learners are at different levels in their motor, cognitive, emotional, social and physical development. The learners’ developmental status will affect their ability to learn or improve.
- Developmentally appropriate: Motor skill development and change THAT occur in an orderly, sequential fashion and is ARE age and experience related.
- Directions: Forward, backward, left, right, up, down.
- Feedback: Information given to the learner about how to improve or correct a

movement.

- I-statement A statement describing a specific behavior or event and the effect that behavior or event has on a person and the feelings that result.
- Long-term memory: Ability to recall information that was learned days or even years ago.
- Motor stage of learning: Individual is working to perfect the motor skill and makes conscious adjustments to the environment.
- Reflective listening: An active listening skill in which the individual lets others know he/she has heard and understands what has been said.
- Short-term memory: Ability to recall recently learned information, such as within the past few seconds or minutes.
- Verbal cognitive stage The individual is attempting to move from verbal instruction to trying to figure out how to actually do of learning: the skill. The first attempts at the skill are generally mechanical and success is inconsistent. The individual thinks through each step of the movement.

This Curriculum Map Unit has no Topics to display

Unit: Movement and Skill Development

Unit Description: Students will analyze and apply scientific biomechanical principles of complex movement. Students will apply practice strategies for skill improvement and concepts of motor skill development. Students will be able to relate how authentic practice transfers into better motor skill improvement.

Unit Essential Questions:

- Analyze how scientific principles affect advanced movement.
- Evaluate the relationship between practice and skill development.
- Analyze intermediate biomechanical principles and describe how they effect movement.
- Evaluate the relationship between movement sequence and the critical elements of a skill.

Unit Big Ideas:

- engagement in moderate to vigorous physical activity
- advanced motor skill improvement
- advanced movement sequences
- advanced motor skill development
- advanced practice sequence
- scientific movement principles

Unit Materials:

- 9 in the sky game
- 6 Heart rate monitors
- 30 Poly dots
- Cones
- 60 Pinnies
- Floor tape
- Music
- Speaker system
- Schoology
- Informational wall posters
- 12 Omnikin balls
- 15 Volleyballs
- Volleyball net
- 20 Soccer balls
- 20 Footballs
- 25 Floor hockey stick/balls
- 25 Field hockey sticks/balls
- 1 Cage soccer ball
- 25 Nerf frisbees
- 36 Hula hoops

- 20 Pebbles nerf ball
- 25 Foam balls
- 2 Ladder golf system
- 8 Corn hole board and bags
- 25 Frisbee disc
- 9 hole Frisbee disc course
- 25 Ultimate frisbee disc
- 50 Lacrosse sticks/indoor lacrosse balls
- 8 Pickleball nets
- 30 Pickleball paddles/ball
- Softballs
- Softball gloves
- Softball bats
- Softball T's
- Track batons
- Track starting blocks
- High jump bungee
- Trainer javelin
- Trainer pole vault sticks
- Shot put
- Discus
- Kan Jam
- 30 Basketballs
- Weighted fitness bars
- Chinese jump ropes
- Rugby balls
- Wiffle balls
- Playground balls
- Megaphone/microphone
- Bluetooth microphone
- Jump ropes
- Floor bases
- Goals

Unit Key Terminology & Definitions :

- Biomechanical principles: The science concerned with the action of forces, internal or external, on the living body.
- Centrifugal: The force that seems to pull an object away from the center as it moves in a circle.
- Centripetal: The force that is required to keep an object moving around a circular path.
- Closed: Skills that are performed in an environment that does not change or that changes very little, such as archery or the foul shot in basketball.
- Critical elements: The important parts of a skill.
- Discrete: Single skill performed in isolation from other motor skills such as the soccer penalty kick and golf stroke.
- Equilibrium: State in which there is no change in the motion of a body.
- Force: Any external agent that causes a change in the motion of a body.
- Form: Manner or style of performing a movement according to recognized standards of technique.
- Kinetic: Energy that an object possesses because it is moving, such as a pitched baseball or a person running.
- Levels: Positions of the body (e.g., high, medium, low).
- Linear motion: Movement which occurs in a straight path.
- Locomotor movement: Movements producing physical displacement of the body, usually identified by weight transference via the feet. Basic locomotor steps are the walk, run, hop and jump as well as the irregular rhythmic combinations of the skip, slide and gallop.

- Manipulative movements: Control of objects with body parts and implements. Action causes an object to move from one place to another.
- Mechanical advantage: The ratio between the force put into a machine and the force that comes out of the same machine.
- Motor skills: Non-fitness abilities that improve with practice and relate to one’s ability to perform specific sports and other motor tasks (e.g., tennis serve, shooting a basketball).
- Motor stage of learning: Individual is working to perfect the motor skill and makes conscious adjustments to the environment.
- Movement skills: Proficiency in performing nonlocomotor, locomotor and manipulative movements that are the foundation for participation in physical activities.
- Newton’s Laws of Motion: Three laws by Sir Isaac Newton that explain the relations between force and the motions produced by them: The Law of Inertia, Force and Acceleration, Reacting Forces.
- Open: Skill is performed in an environment that varies or is unpredictable such as the tennis forehand or the soccer pass.
- Power: A skill-related component of physical fitness that relates to the rate at which one can perform work.
- Principles of exercise: Guidelines to follow to obtain the maximum benefits from physical activity and exercise.
- Reaction time: A skill-related component of physical fitness that relates to the time elapsed between stimulation and the beginning of the response to it.
- Rotary motion: Force that produces movement that occurs around an axis or center point such as a somersault.
- Serial: Two or more different skills performed with each other such as fielding a ball and throwing it or dribbling a basketball and shooting it.
- Speed: A skill-related component of physical fitness that relates to the ability to perform a movement or cover a distance in a short period of time.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.4.9.A (Advanced)	Analyze and engage in physical activities that are developmentally/ndividually appropriate and support achievement of personal fitness and activity goals.	
10.4.9.E (Advanced)	Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice	
10.5.9.A (Advanced)	Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed	
10.5.9.B (Advanced)	Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)	
10.5.9.C (Advanced)	Identify and apply practice strategies for skill improvement.	
10.5.9.E (Advanced)	Analyze and apply scientific and biomechanical principles to complex movements.	

	• centripetal/centrifugal force • linear motion • rotary motion • friction/resistance • equilibrium • number of moving segments	
10.5.9.F (Advanced)	Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management	

This Curriculum Map Unit has no Topics to display

Unit: Cooperation Game Strategies

Unit Description: In this unit, students will apply game strategies to complex games and physical activities. Students will work with others to develop offensive and defensive strategies and time management skills during gameplay. There will be an expectation of collaboration among peers.

Unit Essential Questions:

- Evaluate how one can create dialog for peer communication and feedback to enhance game strategy.
-
- Evaluate how understanding positive or negative group interactions lead to good performance.
- How can one analyze game strategies of advanced games and physical activity?

Unit Big Ideas:

- engagement in moderate and vigorous activity
- activity preferences
- physical activity and motor skill improvement
- positive and negative group interactions
- basic movement skills
- movement sequences
- practice and skill development
- game strategies

Unit Materials:

- 9 in the sky game
- 6 Heart rate monitors
- 30 Poly dots
- Cones
- 60 Pinnies
- Floor tape
- Music
- Speaker system
- Schoology
- Informational wall posters
- 12 Omnikin balls
- 15 Volleyballs
- Volleyball net
- 20 Soccer balls
- 20 Footballs
- 25 Floor hockey stick/balls
- 25 Field hockey sticks/balls
- 1 Cage soccer ball
- 25 Nerf frisbees
- 36 Hula hoops
- 20 Pebbles nerf ball
- 25 Foam balls
- 2 Ladder golf system
- 8 Corn hole board and bags
- 25 Frisbee disc
- 9 hole Frisbee disc course
- 25 Ultimate frisbee disc
- 50 Lacrosse sticks/indoor lacrosse balls
- 8 Pickleball nets
- 30 Pickleball paddles/ball
- Softballs
- Softball gloves
- Softball bats
- Softball T's

- Track batons
- Track starting blocks
- High jump bungee
- Trainer javelin
- Trainer pole vault sticks
- Shot put
- Discus
- Kan Jam
- 30 Basketballs
- Weighted fitness bars
- Chinese jump ropes
- Rugby balls
- Wiffle balls
- Playground balls
- Megaphone/microphone
- Bluetooth microphone
- Jump ropes
- Floor bases
- Goals

Unit Key Terminology & Definitions :

- Automatic Stage of Learning: Movement responses flow and the individual can focus on what to do without thinking about it.
- Continuous: Two or more repetitions of the same skill such as dribbling in basketball or soccer.
- Decision-making process: An organized approach to making choices.
- Developmental differences: Learners are at different levels in their motor, cognitive, emotional, social and physical development. The learners’ developmental status will affect their ability to learn or improve.
- Directions: Forward, backward, left, right, up, down.
- Feedback: Information given to the learner about how to improve or correct a movement.
- Good performance: The ability to correctly select what to do and the ability to execute the selection appropriately.
- I-statement A statement describing a specific behavior or event and the effect that behavior or event has on a person and the feelings that result.
- Levels: Positions of the body (e.g., high, medium, low).
- Long-term memory: Ability to recall information that was learned days or even years ago.
- Reflective listening: An active listening skill in which the individual lets others know he/she has heard and understands what has been said.
- Self-space: All the space that the body or its parts can reach without traveling from a starting location.
- Short-term memory: Ability to recall recently learned information, such as within the past few seconds or minutes.
- Verbal cognitive stage The individual is attempting to move from verbal instruction to trying to figure out how to actually do of learning: the skill. The first attempts at the skill are generally mechanical and success is inconsistent. The individual thinks through each step of the movement.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.4.9.A (Advanced)	Analyze and engage in physical activities that are developmentally/ndividually appropriate and support achievement of personal fitness and activity goals.	
10.4.9.D (Advanced)	Analyze factors that affect physical activity preferences of adolescents.	

	• skill competence • social benefits • previous experience • activity confidence	
10.4.9.E (Advanced)	Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice	
10.4.9.F (Advanced)	Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure	
10.5.9.A (Advanced)	Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed	
10.5.9.C (Advanced)	Identify and apply practice strategies for skill improvement.	
10.5.9.F (Advanced)	Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management	

This Curriculum Map Unit has no Topics to display

Unit: Lifelong Activities

Unit Description: In this unit, students can learn new activities based on enjoyment and personal interest. These activities are readily available within communities for lifelong exercise and social experience. Students can engage in various activities to find an opportunity that interests them to encourage their lifelong participation in physical activity. Students will also discuss the positive effects of regular exercise and how it relates to overall wellness.

Unit Essential Questions:

- Evaluate how activity preferences can lead to a healthier lifestyle.
- Analyze a lifelong fitness activity and explain how this activity can fit into your lifestyle long term.
- Analyze how principles of exercise apply to your choice of lifelong activity.
- How can your activity preference enhance engagement in moderate to vigorous physical activity?

Unit Big Ideas:

- engagement in moderate to vigorous physical activity
- activity preferences
- advanced physical activity and motor skill improvement
- advanced principles of exercise
- advanced game strategies
- advanced practice strategies
- health related fitness

Unit Materials:

- 9 in the sky game
- 6 Heart rate monitors
- 30 Poly dots
- Cones
- 60 Pinnies
- Floor tape
- Music
- Speaker system
- Schoology
- Informational wall posters
- 12 Omnikin balls
- 15 Volleyballs
- Volleyball net
- 20 Soccer balls
- 20 Footballs
- 25 Floor hockey stick/balls
- 25 Field hockey sticks/balls

- 1 Cage soccer ball
- 25 Nerf frisbees
- 36 Hula hoops
- 20 Pebbles nerf ball
- 25 Foam balls
- 2 Ladder golf system
- 8 Corn hole board and bags
- 25 Frisbee disc
- 9 hole Frisbee disc course
- 25 Ultimate frisbee disc
- 50 Lacrosse sticks/indoor lacrosse balls
- 8 Pickleball nets
- 30 Pickleball paddles/ball
- Softballs
- Softball gloves
- Softball bats
- Softball T's
- Track batons
- Track starting blocks
- High jump bungee
- Trainer javelin
- Trainer pole vault sticks
- Shot put
- Discus
- Kan Jam
- 30 Basketballs
- Weighted fitness bars
- Chinese jump ropes
- Rugby balls
- Wiffle balls
- Playground balls
- Megaphone/microphone
- Bluetooth microphone
- Jump ropes
- Floor bases
- Goals

Unit Key Terminology & Definitions :

- Aerobic: Physical activity or exercise done at a steady pace for an extended period of time so that the heart can supply as much oxygen as the body needs (e.g., walking, running, swimming, cycling).
- Anaerobic: Physical activity or exercise done in short, fast bursts so that the heart cannot supply oxygen as fast as the body needs (e.g., sprinting, weightlifting, football).
- Body composition: A health-related component of physical fitness that relates to the percentage of fat tissue and lean tissue in the body.
- Cardiorespiratory fitness: A health related component of physical fitness relating to the ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity.
- Circuit training: Exercise program, similar to an obstacle course, in which the person goes from one place to another doing a different exercise at each place.
- Continuous: Two or more repetitions of the same skill such as dribbling in basketball or soccer.
- Dynamic balance: Equilibrium used when in motion, starting and stopping.
- Flexibility: A health-related component of physical fitness that relates to the range of motion available at a joint.
- Health-related fitness: Components of physical fitness that have a relationship with good health. Components are cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
- Moderate physical activity: Sustained, repetitive, large muscle movements (e.g., walking, running, cycling) done at less than 60% of maximum heart rate for age. Maximum heart rate is 220 beats per minute minus participant’s age.

- Muscular endurance: A health-related component of physical fitness that relates to the ability of a muscle to continue to perform without fatigue.
- Muscular strength: A health-related component of physical fitness that relates to the ability of the muscle to exert force.
- Physical activity: Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure.
- Physical fitness: A set of attributes that people have or achieve and that relate to their ability to perform physical activity. Generally accepted to consist of health-related fitness and skill-related fitness.
- Skill-related fitness: Consists of components of physical fitness that have a relationship with enhanced performance in sports and motor skills. The components are agility, balance, coordination, power, reaction time and speed.
- Vigorous physical activity: Sustained, repetitive, large muscle movements (e.g., running, swimming, soccer) done at 60% or more of maximum heart rate for age. Maximum heart rate is 220 beats per minute minus the participant’s age. Activity makes person sweat and breathe hard.

STANDARDS:

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.4.9.A (Advanced)	Analyze and engage in physical activities that are developmentally/ndividually appropriate and support achievement of personal fitness and activity goals.	
10.4.9.D (Advanced)	Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence	
10.4.9.E (Advanced)	Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. • personal choice • developmental differences • amount of physical activity • authentic practice	
10.4.9.F (Advanced)	Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure	
10.5.9.D (Advanced)	Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set	
10.5.9.F (Advanced)	Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management	

This Curriculum Map Unit has no Topics to display

Lampeter-Strasburg School District
ESSER-funded Supplemental Programs

READING

SUMMER CAMP 2022

When: Jun 20, 2022 through Jun 30, 2022, Mon-Thurs 9-12pm

Where: Lampeter Elementary (Rising 1st- 3rd grades), and Martin Meylin Middle School (Rising 4th- 9th grades)

Target Audience: Title I Students

Content: During our summer program, students were able to engage in a wide variety of fun literacy activities to bolster their skills and abilities in reading and writing. Reading lessons were provided by grade level coordinating reading specialists and writing lessons were provided by the ELA coach. For all grade levels, students met in small groups and teachers practiced a combination of direct instruction, collaborative activities and individual conferencing with students.

Attendance: Rising 1st - 3rd grades- 80 students
Rising 4th - 9th grades- 65 students

BEFORE SCHOOL PROGRAMMING- FALL 2022

When: Oct 18, 2022 through Nov 18, 2022, 8-8:40am (2 days/wk for each grade)

Where: Lampeter Elementary (1st and 2nd grade students)

Target Audience: Students who were not currently in Title but who were being monitored for support.

Content: For this program, student data was analyzed to identify specific student needs and differentiated groups were created. 1st grade students participated in small group phonics sessions using the Phonics for Reading Program. In 2nd grade students worked on fluency and comprehension using the Quick Reads program. Additionally, teachers engaged students with read alouds and reading games.

Attendance: 1st Grade: 9 students
2nd Grade: 5 students

AFTER SCHOOL PROGRAMMING- FALL 2022

When:	Oct 17, 2022 through Nov 16, 2022, Mon & Wed, 3:00-4pm
Where:	Martin Meylin MS Lampeter Strasburg HS
Target Audience:	All interested students were invited to participate in this homework support program.
Content:	Teachers support students with their ELA homework or any literacy activities across the content areas. In addition to providing in-person content support, zoom sessions were also offered to students who were not able to stay after school (as transportation was not provided).
Attendance:	Middle School 8-11 students High School 3 students

BEFORE & AFTER SCHOOL PROGRAMMING- WINTER 2023

When:	Feb 14, 2023 through Mar 24, 2023, Tues- Fri 8-8:40am (Lampeter Elementary) Feb 14, 2023 through Mar 24, 2023, Tues & Thurs 3:00pm-4:30pm (MM) 3:45pm-4:30pm (HH)
Where:	Lampeter Elementary (grades 1 & 2), Hans Herr (grades 3-5) and Martin Meylin (grades 6-8)
Target Audience:	At Lampeter Elementary, mid-year benchmark data was analyzed to identify students who were not currently in Title, but who needed additional support. At Hans Herr and Martin Meylin, CDT Assessment data was analyzed for grade level weaknesses in the standards. Students in this program were invited based on their results on the CDTs relative to the grade level weaknesses, along with teacher recommendations. The Growth and Focus Report was used along with PVAAS data and teacher recommendation.
Content:	For grade 1, students participated in small group phonics and fluency sessions using the Read Naturally GATE program. In 2nd grade students worked on fluency and comprehension using the Quick Reads program. Additionally, teachers engaged students with read alouds, tongue

twisters, poems and reading games.
In grades 3-8 teachers engaged students in small group discussions of passages and questions related to standards that we weak by grade level. The Mountain Language Program was also used to practice conventions in writing. Students received homework support in the last 30 minutes of class.

Attendance: Grade 1: 11 students
Grade 2: 10 students
Grades 3-5: 22 students
Grades 6-8: 16 students

SUMMER READING CAMP 2023

When: Jun 19, 2023 through Jun 29, 2023, Mon-Thurs 9-12pm

Where: Lampeter Elementary (Rising 1st- 4th grades)

Target Audience: Title I students

Content: Support in English Language Arts: Reading intervention and writing support

Attendance: 55 students

SUMMER READING BOOK CLUB 2023

When: Five days over the course of the summer: June 20th, 27th, July 25th, August 1st, 8th (9-11am)

Where: Hans Herr Elementary Library & Outdoors!

Target Audience: 4th and 5th grade Title I students

Content: The purpose of this book club is to keep students reading over the summer and to increase their level of engagement with books! Students will participate in activities related to reading, writing, listening and speaking in informal literature circles.

Attendance: TBD

MATH

SUMMER MATH CAMP 2022

When:	July 11 through July 21, 2022, Mon-Thurs 9:00 a.m.- noon
Where:	Lampeter Elem(Rising 1st-3rd grades), and Hans Herr (Rising 4th- 9th)
Target Audience:	Elementary Title I students and invited middle school students as determined by standardized test data and teacher recommendation
Content:	Math Camp teachers focused on these areas of math, as appropriate: number sense, math facts, fraction and multi-digit computation, as well as algebraic skills (middle school students). Teachers were able to make math camp fun using games and hands-on activities and projects.
Attendance:	Rising 1st - 3rd grades: 63 students Rising 4th - 9th grades: 90 students

BEFORE SCHOOL PROGRAMMING- FALL 2022

When:	October 18 through November 18, 2022, Tues- Fri 8:00- 8:40am (students attended 2 days per week)
Where:	Lampeter Elementary (1st - 2nd grades), and Hans Herr (3rd-5th grades)
Target Audience:	Elementary Title I students and additional students struggling with math facts
Content:	The before-school math program focused on math fact practice and related number sense skills.
Attendance:	1st - 2nd grades: 30 students 3rd - 5th grades: 43 students

AFTER SCHOOL PROGRAMMING- FALL 2022

When:	Oct 18, 2022 through Nov 17, 2022, Tues/Thurs 3:00- 4:00 pm
Where:	Martin Meylin MS Lampeter Strasburg HS
Target Audience:	All interested middle school students and high school Algebra students were invited to participate in this homework support program.

Content:	Teachers assisted students with their math homework and make-up work.In addition to providing in-person content support, zoom sessions were offered to students who were not able to stay after school.
Attendance:	6th-8th grade: 29 students at least once, many participated regularly High School: 2

BEFORE & AFTER SCHOOL PROGRAMMING- WINTER 2023

When:	February 14 through March 24, 2023 Tues- Fri 8:00- 8:40am (students attended 2 days per week) February 14 through March 31, 2023, Tuesdays/Thursdays until 4:30
Where:	Before School: Lampeter Elementary(1st - 2nd grades) After School: Hans Herr (3rd - 5th grades), Martin Meylin(6th-8th grades)
Target Audience:	Elementary Title I students and invited middle school students, as determined by CDT data and teacher recommendation
Content:	Math content focused on math fact mastery, number sense, and/or spiral review of topics taught earlier in the year. Middle school students were also given time to complete homework.
Attendance:	1st - 2nd grades: 24 students 3rd - 5th grades: 47 students 6th - 8th grades: 29 students

SUMMER MATH CAMP 2023

When:	July 10 through July 20, 2023, Mon-Thurs 9:00 a.m.- noon
Where:	Lampeter Elem(Rising 1st-3rd grades), and Hans Herr (Rising 4th- 6th)
Target Audience:	Elementary Title I students
Content:	Math Camp teachers will focus on these areas of math, as appropriate: number sense, math facts, fraction understanding, and multi-digit computation.
Registered:	Rising 1st - 3rd grades: 36 students Rising 4th - 6th grades: 26 students