



MIDDLE SCHOOL COURSE OUTLINE

<b>Course Code</b>	3742	<b>Department</b>	Physical Education		
<b>Course Title</b>	Physical Education 7 <sup>th</sup> Grade				
<b>Short Title</b>	PE 7 <sup>th</sup> Grade	<b>Grade Level</b>	7		
<b>Course Length</b>	1 Year	<b>Required</b>	X	<b>Elective</b>	
<b>Prerequisites</b>	None				

**COURSE DESCRIPTION:**

This course provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program aligned with the Physical Education Model Content Standards for California Public Schools. In 7<sup>th</sup> grade, the content standards emphasize meeting challenges and making decisions. The focus of this course is the application of movement skills and knowledge to individual and dual physical activities; the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity include: physical fitness (activities and assessment, concepts, development and maintenance); cooperative activities (including introductory adventure/outdoor activities, such as orienteering); mature pattern throwing and catching skills (including flying disc skills) applied during small-sided games (team handball/Ultimate Frisbee/softball); track and field skills (including long jump, shot put, high jump, sprints, and relays); golf (with golf ball-size whiffle balls) skills or disc-golf skills applied in golf or disc-golf lead-up games; volleying skills applied in small-sided games (2-on-2 or 3-on-3 volleyball); racket skills applied in lead-up games (paddle tennis/pickle ball/tennis); dribbling skills (hand dribble and foot dribble) applied in small-sided lead-up games (no larger than 4 on 4); multicultural dance; and introductory self-defense.

**GOALS: (Student needs the course is intended to meet)**

Students need to:

- Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
- Assess and maintain a level of physical fitness to improve health and performance.
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

**CONTENT STANDARDS:**

Students will:

### Manipulative Skills

- 1.1 Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

### Rhythmic Skills

- 1.2 Perform multicultural dances.

### Combinations of Movement Patterns and Skills

- 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
- 1.4 Demonstrate body management and object manipulation skills needed for successful participating in individual and dual physical activities.
- 1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field, and combative activities.
- 1.6 Demonstrate body management and object manipulation skills needed for successful participation in introductory adventure/outdoor activities.

### Manipulative Skills

- 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

### Movement Concepts

- 2.2 Apply feedback from the teacher or others to improve skill performance.
- 2.3 Use information, feedback, and practice to set goals for skill improvement.
- 2.4 Explain and demonstrate spin and rebound principles while performing manipulative skills.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole, and practicing skills in smaller parts.
- 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

### Combination of Movement Patterns and Skills

- 2.7 Develop and teach another an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system.
- 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test.
- 3.2 Evaluate individual physical fitness measures in relationship to patterns of physical activity.
- 3.3 Develop individual goals for each of the five areas of fitness based on research-based standards.
- 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
- 3.5 Participate in moderate to vigorous physical activity a minimum of 4 days per week.
- 3.6 Periodically assess attainment of, or progress toward personal physical fitness goals, and make necessary adjustments to personal physical fitness program.
- 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up, cool-down, principles of exercise for each component of health-related fitness.
- 4.2 Identify physical activities that are effective in improving each of the health-related fitness components.
- 4.3 Match personal preferences in physical activities with each of the five areas of health-related fitness.
- 4.4 Explain the effects of physical activity on heart rate and recovery rates.
- 4.5 Describe the role of physical activity and nutrition on achieving physical fitness.

- 4.6 Identify and apply principles of resistance in safe, age-appropriate activities.
- 4.7 Explain progression, overload, and specificity as principles of exercise.
- 4.8 Discuss the effect of body segment growth rates on physical fitness.

Self Responsibility

- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- 5.2 Accept responsibility for individual improvement.

Social Interaction

- 5.3 Demonstrate acceptance of differences in gender, physical development, and personal preferences as they affect participation in physical activity.

Group Dynamics

- 5.4 Evaluate the effect of encouraging words and phrases to others while participating in a group physical activity.
- 5.5 Identify the responsibilities of a leader in physical activity.

**DISTRICT PERFORMANCE STANDARDS:**

The Long Beach Unified School District has common assessments and assignments for Physical Education. The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the Proficient Level and receive a C or better in the course. Performance level is determined by the average of the Assessments or Assignments.

**Physical Education Performance Standard Criteria**

<b>Assessment/ Assignments</b>	<b>Not Proficient 1</b>	<b>Partial Proficient 2</b>	<b>Proficient 3</b>	<b>Advanced Proficient 4</b>
<b>Graded Student Assessments</b>	Average is a 1 or less than 60%	Average is a 2 or 60% - 69%	Average is a 3 or 70% - 84%	Average is a 4 or 85% - 100%
Physical Education Fitness Assessment (Individual Fitnessgram Record, with Pre- and Post-Test Scores, Healthy Fitness Zone Comparisons, Goals, and Goals Met	Minimal Completion	Partially Complete	Mostly Complete	Complete, with accurate scores, comparisons to health-related standards, and reasonable goals for improvement  <b>See Appendix</b>
One-Week Fitness Plan A one-week personal fitness plan with warm-up, activities, fitness components and cool down. For activities, includes the time, intensity, and type (fitness component) of activities.	Plan Minimally Complete	Plan Partially Complete	Plan includes almost all components	A complete plan includes: five or more days of a variety of activities; all fitness components; component of fitness for each activity correctly identified; amount of time for each activity; intensity (e.g., target heart rate) for each activity; and parent signature.  <b>See Appendix</b>

Assessment/ Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
<b>Graded Student Assessments</b>	Average is a 1 or less than 60%	Average is a 2 or 60% - 69%	Average is a 3 or 70% - 84%	Average is a 4 or 85% - 100%
One Month Activity Journal	Includes all of the components for one week	Includes all of the components for two weeks	Includes all of the components for three weeks	A complete physical activity log includes health-enhancing activities, the activity and time for each activity period, 180 minutes or more a week, 4 or more days a week, parent signature verification for each week.
Demonstration of skill or skill combinations	Student demonstrates minimal or no critical elements of the skill	Student demonstrates some of the critical elements of the skill	Student demonstrates most of the critical elements of the skill	Student clearly and consistently demonstrates all critical elements of the skill
Cognitive Concepts	Student demonstrates little or no evidence of concept knowledge	Student demonstrates some evidence of concept knowledge	Student demonstrates evidence of concept knowledge	Student clearly and consistently demonstrates concept knowledge

**OUTLINE OF CONTENT AND TIME ALLOTMENT:**

**Introduction to Physical Education (Department Information on Letter/Brochure)**

**1 week**

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
5 Days	<p><u>Self Responsibility</u></p> <p>5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.</p> <p>5.2 Accept responsibility for individual improvement.</p> <p><u>Social Interaction</u></p> <p>5.3 Demonstrate acceptance of differences in gender, physical development, and personal preferences as they affect participation in physical activity.</p> <p><u>Group Dynamics</u></p> <p>5.4 Evaluate the effect of encouraging words and phrases to others while participating in a group physical activity.</p> <p>5.5 Identify the responsibilities of a leader in physical activity.</p>	<p>Philosophy</p> <p>Class Curriculum Expectations, Grading Criteria</p> <p>Classroom Rules and Procedures</p> <p>Physical Education Uniform and Dressing Policy</p> <p>Locks and Locker Room Procedure</p> <p>Distribute physical education program information letter/brochure for parent signature</p> <p>Vocabulary</p> <p>See Glossary for definitions</p> <p>Biomechanics</p> <p>Body management</p> <p>Fundamental movement skills</p> <p>Group dynamics</p> <p>Health</p> <p>Individual or dual activity</p> <p>Kinesiology</p> <p>Large muscle groups</p>	<p>Equipment:</p> <p>Items from stock catalog or physical education equipment catalogs</p> <p>Fleece balls: S442150; Deck tennis rings: S442500; Bean Bags: S441950; Hula Hoops: S442200 and S442210; Flags: Red, S403300; Yellow, S403400 Ropes: S442250; Cones: 442075. Poly Spots and Rubber Chickens from P.E. Equipment Catalogs</p> <p>Books:</p> <p><u>Teaching Responsibility Through Physical Activity</u> By Don Hellison, Ph.D./ Human Kinetics, 1995 (Each department received this book from the Health/P.E. Office in 2001.)</p> <p><u>Quicksilver</u> by Karl Rohnke and Steve Butler/ Kendall/Hunt Publishing Company, Iowa 1995 (Each department received this book from the Health/P.E. Office in 2001.)</p> <p><u>Silly Sports and Goofy Games</u> Spencer Kagan/Kagan Publishing (Each department received this book from the Health/P.E. Office in 2003.)</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
		Locomotor movements Manipulative movements Movement concepts Movement patterns Physical activity Physical fitness	<u>PE-4-Me, Teaching Lifelong Health and Fitness</u> by Cathie Summerford; ISBN 0-7360-0165-4; Human Kinetics, 2004 Human Kinetics: 1-800 747-4457 Video: <u>Silver Bullets</u> District Professional Video Library at OMS: VC 6986

**Social Skills and Cooperative Activities**

**3 weeks ongoing**

(This is an ongoing unit throughout the school year)

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days Ongoing	<p><u>Self Responsibility</u></p> <p>5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.</p> <p>5.2 Accept responsibility for individual improvement.</p> <p><u>Social Interaction</u></p> <p>5.3 Demonstrate acceptance of differences in gender, physical development, and personal preferences as they affect participation in physical activity.</p> <p><u>Group Dynamics</u></p> <p>5.4 Evaluate the effect of encouraging words and phrases to others while participating in a group physical activity.</p> <p>5.5 Identify the responsibilities of a leader in physical activity.</p>	<p>This is an ongoing unit throughout the school year. Personal responsibility and social skills should be taught at the beginning of the year. Cooperative activities are used to teach, practice, and reinforce social skills.</p> <p>Review, practice, and reinforcement of social skills, should continue throughout the school year in all units.</p> <p>Skills: Personal and Social Responsibility Social Skills: active listening, encouragement, courtesy, helpfulness</p> <p>Activities: Icebreakers: Name games, Line up  Tag games: Everybody's it, hospital tag, partner tag, elbow tag, triangle-tag, blob tag, clothespin tag  Team building activities: Group juggling, knots, stand up, circle the circle</p>	<p>Books: <u>Adventure Curriculum for Physical Education for High School</u> by Jane Panicucci, Project Adventure, Inc. (Each department received this book from the Health/P.E. Office in 2003) <u>Teaching Responsibility Through Physical Activity</u> by Don Hellison, Ph.D./ Human Kinetics, 1995 (Each department received this book from the Health/P.E. Office in 2001.) <u>Quicksilver</u> by Karl Rohnke and Steve Butler/ Kendall/Hunt Publishing Company, Iowa 1995 (Each department received this book from the Health/P.E. Office in 2001.) <u>GamesSkills</u> by Stephanie Hanrahan/Teresa Carlson/Human Kinetics, 2000, District Professional Library Code: 796.07 HAN <u>Assessing Student Responsibility and Teamwork</u> by NASPE, AAHPERD, 2000, District Professional Library Code: 613.7 <u>It's Not Just Gym Anymore</u> by Bane McCracken, Human Kinetics, 2001; ISBN 0-7360-0127-1; Human Kinetics: 1-800-747-4457 <u>PE-4-Me, Teaching Lifelong Health and Fitness</u> by Cathie Summerford; ISBN 0-7360-0165-4; Human Kinetics, 2004 Human Kinetics: 1-800 747-4457 Video: <u>Silver Bullets</u> District Professional Video Library at OMS: VC 6986</p>

**Fitness Concepts and Activities, Pre-and Post-Assessments**  
(This is an ongoing unit throughout the school year)

**7 weeks ongoing**

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
35 Days Ongoing During Year	<p>3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test.</p> <p>3.2 Evaluate individual physical fitness measures in relationship to patterns of physical activity.</p> <p>3.3 Develop individual goals for each of the five areas of fitness based on research-based standards.</p> <p>3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.</p> <p>3.5 Participate in moderate to vigorous physical activity a minimum of 4 days per week.</p> <p>3.6 Periodically assess attainment of, or progress toward personal physical fitness goals, and make necessary adjustments to personal physical fitness program.</p> <p>4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up, cool-down, principles of exercise for each component of health-related fitness.</p> <p>4.2 Identify physical activities that are effective in improving each of the health-related fitness components.</p> <p>4.3 Match personal preferences in physical activities with each of the five areas of health-related fitness.</p> <p>4.4 Explain the effects of physical activity on heart rate and recovery rates.</p> <p>4.5 Describe the role of physical activity and nutrition on achieving physical fitness.</p> <p>4.6 Identify and apply principles of resistance in safe, age-appropriate activities.</p> <p>4.7 Explain progression, overload, and specificity as principles of exercise.</p> <p>4.8 Discuss the effect of body segment growth rates on physical fitness.</p>	<p>This is an ongoing unit throughout the school year.</p> <p>Assess health-related fitness using the State fitness test (can be supplemented with additional research-based assessments) Compare scores to Healthy Fitness Zone</p> <p>Introduce and review the health-related fitness components of (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition)</p> <p>Set goals for improvement for muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition, monitor improvement, develop a one-day total body fitness plan</p> <p>Fitness Activities (Circuits, stations, fitness lab, weight room, aerobics, steps, runs, medicine balls, cardio equipment)</p> <p>Heart rate monitors, heart rate wands, skin calipers, use of pedometers</p> <p>Fitness Post-Assessment</p> <p>Reassess personal fitness and compare scores to pretest scores, health standards, and personal goals.</p> <p>Evaluate fitness plan</p> <p>Vocabulary See Glossary for definitions</p> <ul style="list-style-type: none"> <li>• Aerobic activity</li> <li>• Anaerobic</li> <li>• Basic resistance principles</li> <li>• Biomechanics</li> <li>• Body composition</li> <li>• Components of physical fitness</li> <li>• Cool down exercises</li> <li>• Core muscles</li> <li>• Dehydration</li> </ul>	<p>Equipment: Fitnessgram equipment (skin fold calipers, tape or CD of Pacer, push-ups, and curl-ups cadence, sit and reach board, rulers, mat with line for curl-ups, body-fat analyzers, scale, fitness software) Each department received Fitnessgram materials (Third Edition Manual w/DVD of all tests, Pacer audio CD, Skinfold calipers, and curl-up strips) from the Research Office in 2005.</p> <p>CD/cassette player and speakers; audio music CD's</p> <p>Charts of fitness exercises (check Physical Education catalogs)</p> <p>Heart rate wands and heart rate monitors (Each department received heart rate wands from the Health/Physical Education Office, Spring, 2000 and 2003) Mats; Medicine Balls; Aerobic Steps; Hand weights; Weight benches; Jump ropes; Concept 2 Rowing Machines; Elastic exercise bands or Dynabands and additional fitness exercise equipment.</p> <p>Books: <u>Fitness for Life</u>, by Charles B. Corbin and Ruth Lindsey/Human Kinetics, 2003, ISBN 0-7360-4494-9 (or newer 5<sup>th</sup> Edition) <u>Dynamic Physical Education for Elementary School Children</u> by Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 372.86 PAN <u>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide</u> American All. for Health, Physical Education, Recreation, and Dance/Human Kinetics District Professional Library Code: 613.7 PHY (Second Edition, 2005) <u>Fitnessgram/Activitygram Test Administration Manual</u> with DVD video of all fitness tests, Third</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
		<ul style="list-style-type: none"> <li>• Ergogenic aids</li> <li>• Flexibility</li> <li>• F.I.T.T. principles/concepts</li> <li>• Frequency</li> <li>• Health-related physical</li> <li>• Healthy fitness zone</li> <li>• Healthy target heart rate zone</li> <li>• Hyper-extension</li> <li>• Hyper-flexion</li> <li>• Individuality</li> <li>• Intensity</li> <li>• Large muscle groups</li> <li>• Mode/type</li> <li>• Moderate physical</li> <li>• Muscle endurance</li> <li>• Muscle strength</li> <li>• Overload</li> <li>• Perceived exertion index</li> <li>• Physical fitness</li> <li>• Plyometric exercise</li> <li>• Principles of training/principles of exercise</li> <li>• Progression</li> <li>• Recovery rates</li> <li>• Regularity</li> <li>• Resistance principle</li> <li>• Specificity.</li> <li>• Time</li> <li>• Type</li> <li>• Vigorous physical activity</li> <li>• Warm-up exercises</li> <li>• Weight-bearing activities</li> </ul>	<p>Edition, Merilu Meredith, Gregory Welk, Editors; Human Kinetics, 2004. LBUSD Research Office distributed to all schools, Spring, 2005.</p> <p><u>Physical Best Activity Guide Secondary Level</u> AAHPERD/Human Kinetics District Professional Library Code: 613.7 PHY</p> <p><u>PE-4-Me, Teaching Lifelong Health and Fitness</u> by Cathie Summerford; ISBN 0-7360-0165-4; Human Kinetics, 2004 Human Kinetics: 1-800 747-4457</p> <p>Videos: DVD of fitness tests included in <u>Fitnessgram Test Administration Manual</u>, 2004 (See info above) <u>Physical Best Instructor Video</u> Professional Video Library at OMS: VC 7008 <u>Flexibility for Sport and Fitness</u> Professional Video Library at OMS: VC 6908 Physical Education Software Sources: Bonnie's Fitware: (562) 924-0835 Humankinetics: Champaign, IL, (800) 747-4457, e-mail <a href="http://www.humankinetics.com">www.humankinetics.com</a></p>

**Throwing and Catching Skills Applied to Team Handball/Flag Football/Softball/Lacrosse 3 weeks**

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days	<p><u>Manipulative Skills</u></p> <p>1.1 Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Combinations of Movement Patterns and Skills</u></p> <p>1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.</p> <p><u>Manipulative Skills</u></p> <p>2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throw;</p>	<p>Mature technique of overhand; sidearm; underhand throwing and catching skills applied during small-sided games of team handball and/or softball and/or flag football</p> <p>Choose or combine these activities: Small-sided lead-up games for team handball; lead-up games for flag football; lead-up games for softball.</p>	<p>Equipment: Assortment of balls, blue soft "gatorskin-type" balls (Stock Catalog: S442375), gloves, flying discs (S442525), cones (S442075), bases (S441200) flags (S403300 Red; S403400 Yellow) All equipment in stock catalog except pinnies (in GOPHER catalog: GH29-217 Rainbow Pinnies with Velcro Closure, Rainbow Set...Set of 6, \$19.95, as of 12/05)</p> <p>Books: <u>Dynamic Physical Education for Elementary School Children</u> Pangrazi and Dauer/Allyn &amp; Bacon: District Professional Library: 372.86 PAN <u>Teaching Middle School Physical Education</u></p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Movement Concepts</u></p> <p>2.2 Apply feedback from the teacher or others to improve skill performance.</p> <p>2.3 Use information, feedback, and practice to set goals for skill improvement.</p>		<p>By Bonnie Mohnsen/Human Kinetics: District Professional Library: 796 MOH</p> <p>See General Reference books under, "Materials Used in Teaching the Course."</p>

### Soccer Skills Applied to Small-Sided Soccer Games

2 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
10 Days	<p><u>Manipulative Skills</u></p> <p>1.1 Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Combinations of Movement Patterns and Skills</u></p> <p>1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.</p> <p>1.4 Demonstrate body management and object manipulation skills needed for successful participating in individual and dual physical activities.</p> <p><u>Manipulative Skills</u></p> <p>2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Movement Concepts</u></p> <p>2.2 Apply feedback from the teacher or others to improve skill performance.</p> <p>2.3 Use information, feedback, and practice to set goals for skill improvement.</p> <p>2.4 Explain and demonstrate spin and rebound principles while performing manipulative skills.</p> <p>2.5 Compare and contrast the</p>	<p>Mature technique of kicking/punting, trapping, and foot dribbling applied during small sided games of soccer.</p> <p>Vocabulary</p> <p><u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity.</p> <p><u>Biomechanics</u> – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.</p> <p><u>Rebound principles</u> – Newton's Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit.</p> <p><u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the game.</p> <p><u>Striking pattern</u> – Fundamental motor skill in which an object is hit, with or without an implement.</p> <p><u>Tactics</u> – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation.</p>	<p>Equipment: Soccer balls, pinnies, cones (Stock catalog for all equipment except pinnies. Pinnies from GOPHER)</p> <p>Books: <u>Dynamic Physical Education for Elementary School Children</u> Robert P. Pangrazi and Victor P. Dauer/Allyn &amp; Bacon: 372.86 PAN <u>Dynamic Physical Education For Secondary School Children</u> By Pangrazi/ Allyn and Bacon District Professional Library Code: 613.7 <u>Teaching Middle School Physical Education</u> By Bonnie Mohnsen/Human Kinetics: District Professional Library: 796 MOH</p> <p>See General Reference books under, "Materials Used in Teaching the Course."</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	effectiveness of practicing skills as a whole, and practicing skills in smaller parts.		

### Basketball Skills Applied to 1 on 1 or 2 on 2 Basketball Games

2 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
10 Days	<p><u>Manipulative Skills</u></p> <p>1.1 Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Combinations of Movement Patterns and Skills</u></p> <p>1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.</p> <p>1.4 Demonstrate body management and object manipulation skills needed for successful participating in individual and dual physical activities.</p> <p><u>Manipulative Skills</u></p> <p>2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Movement Concepts</u></p> <p>2.2 Apply feedback from the teacher or others to improve skill performance.</p> <p>2.3 Use information, feedback, and practice to set goals for skill improvement.</p> <p>2.4 Explain and demonstrate spin and rebound principles while performing manipulative skills.</p> <p>2.5 Compare and contrast the effectiveness of practicing</p>	<p>Mature technique of hand dribbling applied during small-sided games of basketball</p> <p>Emphasis should be on developing dribbling skills and skill combinations through modified games or lead-up activities.</p> <p>Vocabulary</p> <p><u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity.</p> <p><u>Biomechanics</u> – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.</p> <p><u>Rebound principles</u> – Newton’s Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit.</p> <p><u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the game.</p> <p><u>Tactics</u> – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation.</p>	<p><b>Dribbling</b></p> <p>Equipment: Basketballs, pinnies, cones (Stock catalog for all equipment except pinnies.)</p> <p>Books: <u>Dynamic Physical Education for Elementary School Children</u> Robert P. Pangrazi and Victor P. Dauer/Allyn &amp; Bacon: 372.86 PAN <u>Dynamic Physical Education For Secondary School Children</u> By Pangrazi/ Allyn and Bacon District Professional Library Code: 613.7 <u>Teaching Middle School Physical Education</u> By Bonnie Mohnsen/Human Kinetics: District Professional Library: 796 MOH <u>It’s Not Just Gym Anymore</u> by Bane McCracken, Human Kinetics, 2001; ISBN 0-7360-0127-1; Human Kinetics: 1-800-747-4457</p> <p>See General Reference books under, “Materials Used in Teaching the Course.”</p> <p>Video: <u>Teaching Basketball Fundamentals</u>, Professional Video Library at OMS VC69878</p> <p><u>The Art of Handling the Rock</u>: 30 minute workout guaranteed for success By Sandy "Spin" Slade (basketball) Sandy Slade PO Box 1513 Corona, CA 91718 (909) 279-3476 <a href="http://www.sandyspinslade.com">www.sandyspinslade.com</a></p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	skills as a whole, and practicing skills in smaller parts.		

## Volleyball Skills Applied to 2 on 2 Volleyball Games

2 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
10 Days	<p><u>Manipulative Skills</u></p> <p>1.1 Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Combinations of Movement Patterns and Skills</u></p> <p>1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.</p> <p>1.4 Demonstrate body management and object manipulation skills needed for successful participating in individual and dual physical activities.</p> <p><u>Manipulative Skills</u></p> <p>2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Movement Concepts</u></p> <p>2.2 Apply feedback from the teacher or others to improve skill performance.</p> <p>2.3 Use information, feedback, and practice to set goals for skill improvement.</p> <p>2.4 Explain and demonstrate spin and rebound principles while performing</p>	<p>Mature technique of volleying during small-sided games of volleyball (2 on 2; or 3 on e) Apply volleying skills to two and three person modified volleyball games and activities</p> <p>Vocabulary</p> <p><u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity.</p> <p><u>Biomechanics</u> – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.</p> <p><u>Rebound principles</u> – Newton’s Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit.</p> <p><u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the game.</p> <p><u>Striking pattern</u> – Fundamental motor skill in which an object is hit, with or without an implement.</p> <p><u>Tactics</u> – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how</p>	<p>Equipment: Variety of volleyballs: trainer volleyballs and regular volleyballs, from stock catalog and from Physical Education equipment catalogs.</p> <p>Books: <u>Dynamic Physical Education for Elementary School Children</u> Robert P. Pangrazi and Victor P. Dauer/Allyn &amp; Bacon: 372.86 PAN <u>Dynamic Physical Education For Secondary School Children</u> By Pangrazi/ Allyn and Bacon District Professional Library Code: 613.7 <u>Teaching Middle School Physical Education</u> By Bonnie Mohnsen/Human Kinetics: District Professional Library: 796 MOH <u>It’s Not Just Gym Anymore</u> by Bane McCracken, Human Kinetics, 2001; ISBN 0-7360-0127-1; Human Kinetics: 1-800-747-4457 <u>Coaching Volleyball Successfully</u> William Neville, United States Volleyball Association Leisure Press, A Division of Human Kinetics, Box 5076 Champaign, IL 61825-5076 1-800-747-4457</p> <p>See General Reference books under, “Materials Used in Teaching the Course.”</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>manipulative skills.</p> <p>2.5 Compare and contrast the effectiveness of practicing skills as a whole, and practicing skills in smaller parts.</p> <p>2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.</p> <p><u>Combination of Movement Patterns and Skills</u></p> <p>2.7 Develop and teach another an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system.</p>	<p>to respond to a particular situation.</p> <p><u>Volley</u> – To strike a ball upward</p>	

### Flying Disc Skills

2 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
10 Days	<p><u>Manipulative Skills</u></p> <p>1.1 Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Combinations of Movement Patterns and Skills</u></p> <p>1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.</p> <p>1.4 Demonstrate body management and object manipulation skills needed for successful participating in individual and dual physical activities.</p> <p><u>Manipulative Skills</u></p> <p>2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p>	<p>Mature technique for throwing and catching applied during flying disc activities.</p> <p>Throw a variety of objects to a stationary target, a moving target, for accuracy, for distance, and in a game-type situation.</p> <p>Catching above the waist, below the waist using a variety of objects while stationary, moving and in a game-type situation</p>	<p>Equipment: Flying discs (S442525), cones (S442075), bases (S441200) flags (S403300 Red; S403400 Yellow) All equipment in stock catalog except pinnies (in GOPHER catalog: GH29-217 Rainbow Pinnies with Velcro Closure, Rainbow Set...Set of 6, \$19.95, as of 12/05)</p> <p>Books <u>It's Not Just Gym Anymore</u> by Bane McCracken, Human Kinetics, 2001; ISBN 0-7360-0127-1; Human Kinetics: 1-800-747-4457</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	<p><u>Movement Concepts</u> 2.2 Apply feedback from the teacher or others to improve skill performance. 2.3 Use information, feedback, and practice to set goals for skill improvement.</p> <p><u>Combination of Movement Patterns and Skills</u> 2.7 Develop and teach another an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system.</p>		

**Golf or Disc Golf**

**3 weeks**

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days	<p>1.4 Demonstrate body management and object manipulation skills needed for successful participating in individual and dual physical activities. 1.6 Demonstrate body management and object manipulation skills needed for successful participation in introductory adventure/outdoor activities.</p> <p><u>Movement Concepts</u> 2.2 Apply feedback from the teacher or others to improve skill performance. 2.3 Use information, feedback, and practice to set goals for skill improvement.</p>	<p>Participate in individual and dual physical activities of golf and/or disc golf</p> <p>Disc golf, is a lead-up game to golf and can be played if clubs are unavailable. History and safety (Including clear directions to all students and check to make sure all students understand: safety zone, safety area, clear distinct lines marking safety area, and commands.) Grip, stance, alignment, swing, follow through Chipping, full swing, putting Etiquette, rules, history, scoring Lead-up activities, simulated golf hole</p>	<p>Equipment: Clubs (irons, putters), whiffle balls (assorted sizes), carpet or mats from which to hit, targets (hula hoops, tarps, cones, boxes, cups, etc.), buckets or dish pans for balls at each hitting area, safety markers for stations. Materials to indicate safety zone Books <u>It's Not Just Gym Anymore</u> by Bane McCracken, Human Kinetics, 2001; ISBN 0-7360-0127-1; Human Kinetics: 1-800-747-4457 See General Reference books under, "Materials Used in Teaching the Course."</p>

**Racket/Paddle Skills and Concepts Applied to Games**

**3 weeks**

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days	<p><u>Manipulative Skills</u> 1.1 Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Combinations of Movement Patterns and Skills</u></p>	<p>Striking skills applied to paddle tennis, pickle ball, or tennis Emphasis should be on the application of striking skills through participation in individual and dual activities of racket sports.</p> <p>Use a variety of striking implements (rackets and paddles)</p> <p>Grip, ready position, swing, follow</p>	<p>Equipment: Racquets and/or paddles, balls, trainer volleyballs, bats, hockey sticks, pucks, nets, bases or poly spots, batting tees or tall cones, Pickle Ball, Inc., for balls for Pickleball. From stock catalog and from Physical Education equipment catalogs.</p> <p>Books: <u>USTA Curriculum Guide for Tennis,</u></p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.</p> <p>1.4 Demonstrate body management and object manipulation skills needed for successful participating in individual and dual physical activities.</p> <p><u>Manipulative Skills</u></p> <p>2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Movement Concepts</u></p> <p>2.2 Apply feedback from the teacher or others to improve skill performance.</p> <p>2.3 Use information, feedback, and practice to set goals for skill improvement.</p> <p>2.4 Explain and demonstrate spin and rebound principles while performing manipulative skills.</p> <p>2.5 Compare and contrast the effectiveness of practicing skills as a whole, and practicing skills in smaller parts.</p> <p>2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.</p> <p><u>Combination of Movement Patterns and Skills</u></p> <p>2.7 Develop and teach another an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system.</p>	<p>through Forehand, backhand, serve, lob, smash, volley Scoring, strategy, rules</p> <p>Vocabulary</p> <p><u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity. <u>Biomechanics</u> – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness. <u>Rebound principles</u> – Newton’s Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit. <u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the game. <u>Striking pattern</u> – Fundamental motor skill in which an object is hit, with or without an implement. <u>Tactics</u> – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation. <u>Volley</u> – To strike a ball upward</p>	<p>(USTA) <u>Pickle Ball Book for Pickleball</u>, By Pickle-Ball, Inc., 801 N. W. 48<sup>th</sup> Street, Seattle, WA 98107 <u>It’s Not Just Gym Anymore</u> by Bane McCracken, Human Kinetics, 2001; ISBN 0-7360-0127-1; Human Kinetics: 1-800-747-4457 See General Reference books under, “Materials Used in Teaching the Course.” Video: <u>USTA’s Backboard Tennis in District Professional Video Library at OMS: VC 6998</u></p>

**Multicultural Dance**

**3 weeks**

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
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Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days	<p><u>Rhythmic Skills</u> 1.2 Perform multicultural dances.</p> <p><u>Movement Concepts</u> 2.2 Apply feedback from the teacher or others to improve skill performance. 2.3 Use information, feedback, and practice to set goals for skill improvement. 2.5 Compare and contrast the effectiveness of practicing skills as a whole, and practicing skills in smaller parts.</p>	<p>Participate in and perform multicultural folk dances.</p> <p>Rhythms, Tinikling, Lummi sticks, Jump rope (single, double dutch, long rope), Jump bands, Chinese jump ropes</p> <p>Folk dances (Ve David, Troika, La Raspa, Los Machetes, etc.)</p>	<p><b>Folk and Line Dance</b> Equipment: Jump bands, jump ropes (S442250), tinkling sticks, lummi sticks Books: <u>Awesome Elementary School Physical Education Activities</u> By Cliff Carnes/The Education Company: District Professional Library: 372.86 PAN <u>Teaching Middle School Physical Education</u> By Bonnie Mohnsen/Human Kinetics: District Professional Library: 796 MOH Video: <u>Multicultural Folk Dance Treasure Chest Volume 1 and Volume 2</u> Hosted by Christy Lane, (Video, Guide, and Music)/ Human Kinetics, 1998 District Professional Video Library at OMS: VC7010 and VC 7011 Music CD's: <u>International Folk Dance</u> from Wagon Wheel Records (All departments received CD from Health/PE Office in 2001.) <u>Fun Dances for Everyone</u> from Wagon Wheel Records (All departments received CD from Health/PE Office in 2002.) <u>Dances for Fun and Fitness</u> (All steps on inside cover) from Wagon Wheel Records, (714) 846-8169 <u>Folk Dances Around the World</u> from Wagon Wheel Records (All departments received CD from Health/PE Office in 2002.)</p>

**Track and Field Skills and Concepts**

**3 weeks**

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days	<p><u>Combinations of Movement Patterns and Skills</u> 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. 1.4 Demonstrate body management and object manipulation skills needed for successful participating in individual and dual physical activities. 1.5 Demonstrate body management and locomotor skills needed for successful</p>	<p>Demonstrate body management, locomotor skills, and object manipulation skills for successful participation in track and field.</p> <p>Perform starts (starting blocks); sprints, relays (relay baton passing skills), middle distance; high jump; long jump; shot put skills.</p> <p>If safe equipment and area for safe participation available: modified hammer throw, javelin, and discuss activities taught with safety modified equipment.</p>	<p>Equipment: Starting blocks, hurdles, batons, stopwatch High jump mats, poles, standards Long jump and triple jump - sand pit, rake, tape measure Shot put – shot puts, rubber shot puts or softballs, markers for safety area Hammer throw – tether ball with rope tied in a circle, markers for safety area Javelin – sticks, poles, PVC, markers for safety area Discus – rubber, or 2 frisbees</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>participation in track and field, and combative activities.</p> <p><u>Movement Concepts</u> 2.2 Apply feedback from the teacher or others to improve skill performance. 2.3 Use information, feedback, and practice to set goals for skill improvement.</p> <p>2.5 Compare and contrast the effectiveness of practicing skills as a whole, and practicing skills in smaller parts.</p>	<p>Practice and training for the variety of track and field events and safety precautions and practices for each activity.</p>	<p>taped together with some sort of weight inside; markers for safety area</p> <p>Book: <u>Track &amp; Field Omnibook</u>, by Ken Doherty Book Division of Track &amp; Field News, P.O. Box 296, Los Altos, CA 94022 <u>Dynamic Physical Education for Elementary School Children</u> By Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 372.86 PAN See General Reference books under, "Materials Used in Teaching the Course." Videos: <u>Introduction to Track and Field I</u>, Professional Video Library at OMS, VC 6908 <u>Jumps (Gold Medal Track and Field Series)</u>, Professional Video Library at OMS, VC 6992 <u>Sprints, Hurdles, and Relays (Gold Medal Track and Field Series)</u>, Professional Video Library at OMS, VC 6991 <u>Throws (Gold Medal Track &amp; Field Series)</u>, Professional Video Library at OMS, VC 6993</p>

**Orienteering/Outdoor Adventure Activities and Concepts**

**1 week**

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
5 Days	<p><u>Combinations of Movement Patterns and Skills</u> 1.6 Demonstrate body management and object manipulation skills needed for successful participation in introductory adventure/outdoor activities.</p> <p><u>Movement Concepts</u> 2.3 Use information, feedback, and practice to set goals for skill improvement.</p>	<p>Body management and object manipulation skills for successful participation in introductory adventure/outdoor activities.</p> <p>Trust, problem solving and initiatives "willow in the wind", mine field, all aboard, TP shuffle, keep it up, group get up</p> <p>Orienteering (use of compass and reading a topographic map)</p> <p>Safety procedures for all of these activities</p> <p>Inclusion of leisure time sports is encouraged when available and liability permits. Activities might include rollerblading, skate boarding, and cycling.</p>	<p>Equipment: Compass (S442625) in stock catalog Resources from Local Orienteering Organizations</p> <p>Books: <u>Orienteering</u> by Tom Renfrew/Human Kinetics; Professional Library Code 796.5 REN</p> <p><u>It's Not Just Gym Anymore</u> by Bane McCracken, Human Kinetics, 2001; ISBN 0-7360-0127-1; Human Kinetics: 1-800-747-4457</p>

**Self-Defense**

**1 week**

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
5 Days	<u>Manipulative Skills</u> 1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field, and combative activities. 2.5 Compare and contrast the effectiveness of practicing skills as a whole, and practicing skills in smaller parts.	Body management and object manipulation skills for successful participation in combative activities.	Books: <u>Self Defense for Life</u> by Bill Valentine and Becky Valentine Self-Defense Publications, 1991, 501 W. Glenoaks Blvd., #108, Glendale, CA 91202 ISBN 0-9629866-0-7 <u>Self Defense, Steps to Success</u> By Joan M. Nelson Human Kinetics, 1991 ISBN: 0880114304 <u>Self Defense Techniques and Tactics</u> By Joseph B. Walker Human Kinetics, 2003 ISBN: 0736037756

**Review Closure**

**1 week**

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
5 Days	All	Review and reflection of skills and concepts learned Locker room shutdown	<b>Closure</b>  Student Portfolios, Assessments, Journals, Logs

**METHODS:** A variety of instructional strategies will be used to accommodate all learning styles and to reinforce reading, writing and physical activity skills while learning physical education content.

Methods include: Demonstrations – by teacher, student(s), or experts on video; Lecture; Modeling; Guided practice and Group discussion.

Student centered learning to include: peer coaching; reciprocal teaching; checklists; video (peer and self-analysis); guided discovery; stations and circuits; and task cards.

**Lesson Design & Delivery:** Teachers will incorporate these components of lesson design. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<b>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</b>	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

**Active Participation:** Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Body Movement)
• Think of	• Pair/Share	• Restate in Journals	• Body movement signals
• Recall	• Idea Wave	• Response Boards or on Clipboards	• Model with or without manipulatives
• Imagine	• Choral Response	• Graphic Organizers	• Stand up/ Kneel
• Observe	• Give One, Get One	• Ticket Out of Class	• Point to Examples
• Consider	• Cooperative Discussion Groups		

### **Baldrige Quality Tools**

- Flow Chart
- Team Building Activities
- Student Survey
- Plus/Delta
- Issue Bin

### **Literacy and Differentiation Strategies**

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<p><b><u>Reading Strategies in Physical Education</u></b></p> <ul style="list-style-type: none"> <li>• Learning Logs</li> <li>• Pre-teaching</li> <li>• Vocabulary</li> <li>• Pre-reading</li> <li>• Anticipation Guides</li> <li>• Reciprocal Teaching</li> </ul> <p><b><u>SDAIE Strategies for English Learners</u></b></p> <ul style="list-style-type: none"> <li>• Tapping/Building Prior Knowledge (Graphic Organizers)</li> <li>• Grouping Strategies</li> <li>• Multiple Intelligences</li> <li>• Adapt the written material</li> <li>• Interactive Learning (Manipulatives, Visuals)</li> <li>• Acquisition Levels</li> <li>• Language Sensitivity</li> <li>• Lower the Affective Filter (including Processing Time)</li> <li>• Home/School Connection (including Cultural Aspects)</li> </ul>	<p><b><u>Strategies for Special Needs Students</u></b></p> <ul style="list-style-type: none"> <li>• Interactive Learning (manipulatives, visuals))</li> <li>• Adapt Reading Material</li> <li>• Modify Equipment</li> <li>• Homogeneous Grouping</li> <li>• Small Group Instruction</li> <li>• Direct Instruction</li> <li>• Graphic Organizers</li> <li>• Partner</li> <li>• Build Prior Knowledge</li> <li>• Differentiate Instruction</li> <li>• Use of Instructional Accommodations: <i>(i.e., Change of response, scheduling, presentation, and setting)</i></li> <li>• Modify/adapt the Curriculum: <i>(i.e., Change quantity, timing, level of support, input, difficulty, output, participation, have alternate goals)</i></li> </ul>	<p><b><u>Primary Language Support</u></b></p> <ul style="list-style-type: none"> <li>• Preview/review Grouping</li> </ul> <p><b><u>Differentiation for Advanced Learners</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum Compacting</li> <li>• Tiered Assignments</li> <li>• Flexible Grouping</li> <li>• Acceleration</li> <li>• Depth and Complexity</li> <li>• Independent Study</li> </ul>
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## **MATERIALS USED IN TEACHING THE COURSE:**

### **Resources: Equipment, Books, Videos, Software**

#### Equipment:

Variety of balls and equipment from district stock catalog and physical education equipment catalogs (Sporttime, Gopher, Flaghouse, The Education Company, Wagon Wheel Records, Human Kinetics, etc.)  
Chalkboard/white board, chart paper and easel, crates for portfolios/journals  
Boom box with tape/CD player (extra tapes and batteries)  
Stopwatches  
Electric ball pump  
Measuring wheel for measuring various distances, areas, fields, boundaries  
Clipboards (teacher and students class set)  
Chalk or paint for lining fields  
Video camera, VCR and monitor  
Heart Rate Wands

### **General Reference Books**

#### Dynamic Physical Education for Elementary School Children

By Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 372.86 PAN

#### Dynamic Physical Education For Secondary School Children

By Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 613.7

#### The Safe Exercise Handbook, Fourth Edition

By Toni Branner/Kendall/Hunt Publishing, 2000, ISBN 0-7872-7135-7  
One copy provided to all departments from Health/P.E. Office, Spring, 2003

#### Awesome Elementary School Physical Education Activities

By Cliff Carnes/The Education Company; District Professional Library Code: 372.86 PAN

#### Teaching Middle School Physical Education

By Bonnie Mohnsen/ Human Kinetics; District Professional Library Code: 796 MOH

#### Complete Physical Education Plans for Grades 7-12

By Isobel Kleinman/Human Kinetics, 2001/www.humankinetics.com

#### Teaching Cues for Basic Sport Skills For Elementary and Middle School Students

By Hilda Fronske and Rolayne Wilson, Benjamin Cummings, 2002, ISBN 0-205-30956-9

#### Teaching Cues for Sports Skills, Second Edition

By Hilda Fronske/Allyn & Bacon, 2001, ISBN 0-205-32752-4

### **General Music Source**

Wagon Wheel Records  
16812 Pembroke Lane  
Huntington Beach, CA 92649  
(714) 846-8169

### **Glossary**

#### **Vocabulary for Introduction Unit**

Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.

Body management – Basic skills focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.

Fundamental movement skills – An organized series of basic movements that involve the combination of movement patterns of two or more body segments. Fundamental movement skills may be categorized as stability, locomotor, or manipulative movements.

Group dynamics – Each person in a group influences and is influenced by each other. The most important aspect of group cohesiveness and good performance seems to be commitment to the group task, which leads to a sense of collective efficacy—team members can respond to the demands of a difficult situation.

Health – Optimal well being that contributes to quality of life. It is more than freedom from disease and illness. Optimal health includes high-level mental, social, emotional, spiritual, and physical wellness within the limits of one's heredity and personal abilities.

Individual or dual activity – Physical activities that require either one or two participants. Examples include badminton, swimming, golf, handball, and weight lifting.

Kinesiology – The study of human movement.

Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.

Locomotor movements – The basic patterns used to travel (walking, running, leaping, hopping, jumping, galloping, sliding, and skipping).

Manipulative movements – Movements in which skills are developed while using an implement. Examples include throwing, catching, punching, kicking, trapping, rolling, dribbling, striking, and volleying.

Movement concepts – The ideas used to modify or enrich the range and effectiveness of skill employment. Involves learning “how, where, and with what” the body moves.

Movement patterns – An organized series of related movements.

Physical activity – Bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, broadly including exercise, sport, dance, and other movement forms.

Physical fitness – A positive state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup and nutritional adequacy.

## **Vocabulary for Fitness Unit**

Aerobic activity – Long duration exercise that relies on the presence of oxygen for the production of energy; it may also control body weight, reduce the percentage of body fat, improve the circulatory function, and reduce blood pressure. Examples include aerobic dance, aqua aerobics, cycling, jogging, power walking, recreational dance, in-line skating, step aerobics, kickboxing, and super circuit.

Anaerobic activity – Short duration exercise completed without the aid of oxygen; it is used to build muscle mass and to improve one's ability to move quickly and to deliver force.

Basic resistance principles – Resistance is the weight or force that is used to oppose a motion. Resistance training increases muscle strength by pitting the muscles against a weight, such as a dumbbell or barbell. The basic principles of resistance training include: type of lift, intensity, volume, variety, progressive overload, rest, and recovery.

Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.

Body composition – The makeup of the body in fat free mass (muscle, bone, vital organs and tissues) and fat mass.

Components of physical fitness – Aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition.

Cool down exercises – Five to ten minutes of light to moderate physical activity. It maintains blood pressure, helps enhance venous return, and prevents blood from pooling in the muscles.

Core muscles – The abdominal, back, hip, and pelvic floor muscles.

Dehydration – Loss of water and important blood salts like potassium and sodium which are essential for vital organ functioning.

Ergogenic aids – Substances, devices, or practices that enhance an individual's energy use, production, or recovery.

Flexibility – The ability to move joints of the body through normal range of motion.

F.I.T.T. principles/concepts – Inter-related and inter-dependent rules for gaining and maintaining physical fitness—frequency, intensity, time, and type.

Frequency – A principle of training that establishes how often to exercise.

Health-related physical fitness – Consists of those components of physical fitness that have a relationship with good health. The components are body composition, aerobic capacity, flexibility, muscular endurance, and strength.

Healthy fitness zone – The lower and upper ranges of performance on physical fitness tests that have been identified as being related to good health.

Healthy target heart rate zone – A safe range of activity intensity that can be used to enhance the level of aerobic capacity.

Hyper-extension – Greater than normal stretching or straightening of an extended limb.

Hyper-flexion – Greater than normal stretching or straightening of a flexed limb.

Individuality – A principle of training that establishes the program must take into account the specific needs and abilities of individuals for whom it is designed.

Intensity – A principle of training that establishes how hard to exercise.

Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.

Mode/type – A principle of training that establishes the specific activity to use.

Moderate physical activity – Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of the effort a healthy individual might expend while walking briskly, dancing, swimming, or bicycling on level terrain, for example. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Muscle endurance – The ability of a muscle to avoid fatigue.

Muscle strength – The ability of a muscle to exert force.

Overload – A principle of training that establishes a minimum threshold to obtain a benefit.

Perceived exertion index – A way of rating how hard you feel your body is working during physical activity, based on physical sensations you experience, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue.

Physical fitness – A positive state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup and nutritional adequacy.

Plyometric exercise – A rapid powerful movement preceded by a preloading counter movement which creates a stretch-shortened cycle of the muscle.

Principles of training/principles of exercise – Principles to follow in planning an exercise program to affect physiological changes in the human body related to health and performance including: frequency, individuality, intensity, mode/type, overload, progression, regularity, specificity and time.

Progression – A principle of training that establishes increases in the elements addressed in the principles to provide improvements over periods of time.

Recovery rates – The time necessary for an exercise-induced elevated heart rate to return to a normal resting heart rate.

Regularity – A principle of training that establishes exercise on a regular schedule. A pattern of physical activity is regular if activities are performed most days of the week, preferably daily; five or more days of the week if moderate-intensity activities are chosen; or three or more days of the week if vigorous-intensity activities are chosen.

Resistance principle – The principle that the use of some implement, device, or simply bodyweight as a resistance can enhance some physical characteristic like strength or muscular endurance.

Specificity – A principle of training that establishes a particular kind of activity for each component of physical fitness.

Time – A principle of training that establishes the amount of time for each exercise period.

Type – A principle of training that establishes which muscles to target during an exercise period.

Vigorous physical activity – Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill, for example. Vigorous-intensity physical activity may be intense enough to result in a significant increase in heart and breathing rate.

Warm-up exercises – Low intensity exercises that prepare the muscular/skeletal system and heart and lungs (cardiorespiratory system) for the hard work to follow.

Weight-bearing activities – Any activity in which one's feet and legs carry their own weight. Examples include walking, running, tennis, aerobic dancing.

**EVALUATION:** Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)

- Performance-based assessments which assess physical education cognitive concepts and skills
- Journals
- Portfolios
- Checklists
- Rubrics of performance assessments during activity
- Quizzes and Tests
- Projects (rubric assessed)
- Video
- Fitnessgram
- Fitness Plan

**GRADING POLICY:** A common grading policy ensures consistency between schools and classrooms across the district.

**7<sup>th</sup> Grade Physical Education  
Suggested Standards Based Grading Criteria**

Physical Education Content	Percent of Grade
Demonstrates Motor Skills and Movement Patterns	30%
Demonstrates Knowledge of Movement Concepts, Principles and Strategies	10%
Assess and Maintain Physical Fitness To Improve Health and Performance	30%
Demonstrates Knowledge of Physical Fitness Concepts, Principles and Strategies	10%
Psychological and Sociological Concepts and Strategies Applied to Physical Activity	20%

	Advanced Proficient	Proficient	Partially Proficient	Not Proficient
Rubric Score:	4	3	2	1
<p><b>STANDARD 1:</b> Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manipulative Skills</li> <li><input type="checkbox"/> Rhythmic Skills</li> <li><input type="checkbox"/> Combinations of Movement Patterns and Skills</li> </ul>	<p>Student clearly and consistently demonstrates all critical elements of the skill. Developing consistently and independently.</p>	<p>Student usually demonstrates critical elements of the skill. Developing with moderate teacher or peer support.</p>	<p>Student sometimes demonstrates some critical elements of the skill. Needs more time to develop or requires considerable teacher guidance.</p>	<p>Student demonstrates minimal or no critical elements of the skill. Movements are inconsistent and unreliable.</p>
<p><b>STANDARD 2:</b> Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Movement Concepts</li> <li><input type="checkbox"/> Manipulative Skills Concepts</li> <li><input type="checkbox"/> Rhythmic Skills Concepts</li> <li><input type="checkbox"/> Combination of Movement Patterns and Skills</li> </ul>	<p>Student clearly and consistently demonstrates concept knowledge.</p>	<p>Student demonstrates evidence of concept knowledge.</p>	<p>Student demonstrates some evidence of concept knowledge.</p>	<p>Student demonstrates little or no evidence of concept knowledge.</p>

	<b>Advanced Proficient</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Not Proficient</b>
<b>Rubric Score:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>STANDARD 3:</b> Assess and maintain a level of physical fitness to improve health and performance.	Student clearly and consistently demonstrates all critical elements of the skill. Developing consistently and independently.	Student usually demonstrates critical elements of the skill. Developing with moderate teacher or peer support.	Student sometimes demonstrates some critical elements of the skill. Needs more time to develop or requires considerable teacher guidance.	Student demonstrates minimal or no critical elements of the skill. Movements are inconsistent and unreliable.
<b>STANDARD 4:</b> Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	Student clearly and consistently demonstrates concept knowledge.	Student demonstrates evidence of concept knowledge.	Student demonstrates some evidence of concept knowledge.	Student demonstrates little or no evidence of concept knowledge.
<b>STANDARD 5:</b> Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.  <input type="checkbox"/> Self Responsibility <input type="checkbox"/> Social Interaction <input type="checkbox"/> Group Dynamics	Student exhibits behaviors that are focused on the task, works continually without intervention by the teacher, and is helpful to classmates as needed.	Student exhibits behaviors that are focused on the task and works continually without intervention by the teacher.	At times the student exhibits behaviors that are off-task. Needs frequent reminders to stay focused on his or her work.	Student exhibits behaviors that prevent him or her from learning.

### Standard Grading Scale

- A** 90% - 100%
- B** 80% - 89%
- C** 70% - 79%
- D** 60% - 69%
- F** Below 60%

**Note: If grades are determined by averaging grades using 100 point scales, zeros for incomplete, late, or missing work have a devastating effect on averages. A zero for an assignment gives that assignment inequitable weight compared to other assignments. To weight assignments equitably, use "50" for the lowest "F".**

Submitted by: Joan Van Blom  
 School: Health/Physical Education Office  
 Revised Date: 12/05

Oci/mscours/pe/pe6gr

## **APPENDIX ATTACHED**



Name \_\_\_\_\_ Date \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Roll # \_\_\_\_\_  
 Date of Birth \_\_\_/\_\_\_/\_\_\_ Teacher \_\_\_\_\_ Period \_\_\_  
 Pre-Test Parent Sign. \_\_\_\_\_ Post-Test Parent \_\_\_\_\_

**Physical Education Fitness Assessment**

Standard 3 (K – 8th Grade): Assess and maintain a level of physical fitness to improve health and performance  
 7<sup>th</sup> Grade: 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test  
 7<sup>th</sup> Grade: 3.3 Develop individual goals for each of the five areas of fitness based on research-based standards  
 7<sup>th</sup> Grade: 3.6 Periodically assess attainment of, or progress toward personal physical fitness goals, and make necessary adjustments to personal physical fitness program.

Proficiency Level	Characteristics
4	Complete, with accurate scores, comparisons to health-related standards, and reasonable goals for improvement
3	Mostly complete
2	Partially complete
1	Minimal completion

Compare your scores to the healthy fitness zones and place a √ in the HFZ column if your score is in the zone.

Test Item	Pre-Test ___/___/___ Completion Date	HFZ (Healthy Fitness Zone) √	Goal	Post-Test ___/___/___ Completion Date	HFZ (Healthy Fitness Zone) √	Met Goal √
Curl-up						
Push-up						
PACER						
Mile Run						
Sit & Reach Right						
Sit & Reach Left						
Trunk Lift						
Skinfold Triceps						
Skinfold Calf						
Sum of Skinfolds						
Height						
Weight						
Body Mass Index						

**HEALTHY FITNESS ZONES - BOYS**

AGE	CURL-UP	PUSH-UP	ONE MILE RUN	PACER LAPS	SIT AND REACH	TRUNK LIFT	BODY MASS INDEX	BODY COMPOSITION
10	12 – 24	7 – 20	11:30 – 9:00	23 - 61	8”	9 – 12”	21 – 15.3	10 – 25%
11	15 – 28	8 - 20	11:00 – 8:30	23 - 72	8”	9 – 12”	21 – 15.8	10 – 25%
12	18 – 36	10 - 20	10:30 – 8:00	32 - 72	8”	9 – 12”	22 – 16	10 – 25%
13	21 – 40	12 - 25	10:00 – 7:30	41 - 72	8”	9 – 12”	23 – 16.6	10 – 25%
14	24 – 45	14 - 30	9:30 – 7:00	41 - 83	8”	9 – 12”	24.5 – 17.5	10 – 25%
15	24 – 47	16 - 35	9:00 – 7:00	51 - 94	8”	9 – 12”	25 – 18.1	10 – 25%
16	24 – 47	18 - 35	8:30 – 7:00	61 - 94	8”	9 – 12”	26.5 – 18.5	10 – 25%

**HEALTHY FITNESS ZONES - GIRLS**

AGE	CURL-UP	PUSH-UP	ONE MILE RUN	PACER LAPS	SIT & REACH	TRUNK LIFT	BODY MASS INDEX	BODY COMPOSITION
10	12 – 26	7 – 15	12:30 – 9:30	15 – 41	9”	9 – 12”	23.5 – 16.6	17 – 32%
11	15 – 29	7 – 15	12:00 – 9:00	15 – 41	10”	9 – 12”	24 – 16.9	17 – 32%
12	18 – 32	7 – 15	12:00 – 9:00	23 – 41	10”	9 – 12”	24.5 – 16.9	17 – 32%
13	18 - 32	7 – 15	11:30 – 9:00	23 – 51	10”	9 – 12”	24.5 – 17.5	17 – 32%
14	18 - 32	7 – 15	11:00 – 8:30	23 – 51	10”	9 – 12”	25 – 17.5	17 – 32%
15	18 - 35	7 – 15	10:30 – 8:00	23 – 51	12”	9 – 12”	25 – 17.5	17 – 32%
16	18 - 35	7 – 15	10:00 – 8:00	32 - 61	12”	9 – 12”	25 – 17.5	17 – 32%

## Physical Education Fitness Assessment – Seventh Grade One Week Fitness Plan

**Standard 4: Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.**

- 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up, cool-down, principles of exercise for each component of health-related fitness.
- 4.2 Identify physical activities that are effective in improving each of the health-related fitness components.
- 4.3 Match personal preferences in physical activities with each of the five areas of health-related fitness.
- 4.7 Explain progression, overload, and specificity as principles of exercise.

Proficiency Level	<u>Characteristics</u>
<b>4</b>	A complete plan has five or more days of a variety of activities. It includes activities correctly related to each of the fitness components. The activity is listed in the row of the correct component. The amount of time for each activity is listed under the day it is done. Target heart rate is included. Parent initialed and signed the plan when it was followed.
<b>3</b>	Plan includes almost all of above components
<b>2</b>	Plan partially complete
<b>1</b>	Plan minimally complete

**Beginning Date:** \_\_\_\_\_

**Write the amount of time in each activity under the day.**

Component	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<b>Warm-up</b>							
<b>Cardiorespiratory</b> (Minimum of 3 days) Heart Rate During Activity:							
<b>Muscular Strength</b> (Minimum of 3 days)							
<b>Muscular Endurance</b> (Minimum of 3 days)							
<b>Flexibility</b> (Minimum of 5 days)							
<b>Cool Down</b> (After each workout)							
<b>Parent Signature:</b>							

For Standard 4.8 (see above): On the back, number from 1 to 3, and respond to the following:

1. Explain what is **progression**, as a principle of exercise.
2. Explain what is **overload**, as a principle of exercise.
3. Explain what is **specificity**, as a principle of exercise.