

Seymour Public Schools

Physical Education Curriculum

The Seymour Middle School Physical Education program strives to educate students to be healthy and active throughout their lives. We recognize that regular physical activity is imperative to the well-being of all people. Our focus is to motivate students toward a physically active lifestyle by helping them understand the benefits of exercise, perform a variety of movements and appreciate the joy of activity.

During the middle school years students refine the basic motor skills and movement patterns, learned in our elementary schools, into more specific sports related skills and strategies. Hand-in-hand with the skills and strategy development is the achievement of self-initiated behaviors that promote success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior in sport, and positive social interaction. In keeping with these standards, the sport offerings during the middle school years give students a chance to not only to learn and practice skills in isolation, but also opportunities to use them in actual game like situations using basic strategies.

The activities completed throughout the year in the middle school physical education classes are divided into four units of study which include invasion, net, striking/fielding and individual lifetime activities. Each of these categories represents games and activities that are similar in structure. Research shows that by exposing students to the primary rules, fundamental skills, and tactical problems associated with each category, students become literate in a variety of games, activities and sports while developing an understanding and competency of the skills and tactics associated with playing sports.

Unit 1: Invasion Activities

Invasion activities are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum. Invasion games include sports where the ball is being carried or caught across a line, thrown or shot into a target, or struck with a stick or foot into a specific target area. These games are the most strategic types of games with many transferable skills.

Unit 2: Net/wall Activities

Net/wall Games are activities in which players send an object towards a court or target area that an opponent is defending. The aim

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is to cause the object to land in the target area while making it difficult for the opponent to return the object.

Unit 3: Striking Fielding Activities

The main concept behind striking/fielding activities is when a person is on offense, he/she is striking an object and when a person is on defense, he/she is fielding an object. Striking/fielding games are a to teach fundamental skills such as catching, throwing, running and striking. The three types of skills involved in striking/fielding games are locomotor, non-locomotor, and manipulative skills. Locomotor skills involve players being able to run, jump, and leap. Non-locomotor skills involve stretching, bending, and reaching for an object. Manipulative skills involve players being able to send an object (both by throwing and by striking it), receive (catch) an object, and retain (and run with) an object.

Unit 4: Lifetime Activities

Lifetime activities are activities in which participants work individually with their own equipment and monitor their own behaviour, movements and physical expenditure. Participants could also interact with others in these activities. By playing these games and participating in these activities, participants will learn the key skills for activities.

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Grades: 6-8 Unit	Subject: Physical Education Pacing: Approximately 5 days each marking period Unit Theme: Invasion Activities
Overarching Standards	<ol style="list-style-type: none"> 1) Motor Skills Performance (Content Standard 9) 2) Applying Concepts and Strategies (Content Standard 10) 3) Engaging in Physical Activity (Content Standard 11) 4) Physical Fitness (Content Standard 12) 5) Responsible Behavior (Content Standard 13) 6) Benefits of Physical Activity (Content Standard 14)
Enduring Understandings	<ol style="list-style-type: none"> 1) Repetition of proper technique leads to improvement. (Content Standard 9) 2) You must know what your body is doing. (Content Standard 10) 3) Fit people engage in physical activity on a regular basis. (Content Standard 11) 4) Fitness is a process, not a product. (Content Standard 12) 5) Behaving well is as important as playing well. (Content Standard 13) 6) The best choices for you fit who you are and what you need. (Content Standard 14)
Essential Questions	<ol style="list-style-type: none"> 1) What different ways can the body move given a specific purpose during invasion activities? (Content Standard 9) 2) How can I move effectively and efficiently during invasion activities? (Content Standard 10) 3) What can I do to be physically active during invasion activities and why is this important? (Content Standard 11) 4) Why is it important to be physically fit and how can I stay fit? (Content Standard 12) 5) How do I interact with others during invasion activities? (Content Standard 13) 6) How will learning invasion activities help me now and in the future? (Content Standard 14)
Priority Standards	<ol style="list-style-type: none"> 1) Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (Content Standard 9) 2) Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to

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	<p>the learning and performance of physical activities. (Content Standard 10)</p> <p>3) Participate regularly in physical activity. (Content Standard 11)</p> <p>4) Achieve and maintain a health-enhancing level of physical fitness. (Content Standard 12)</p> <p>5) Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (Content Standard 13)</p> <p>6) Value physical activity for health, enjoyment, challenge, self expression and/or social interaction. (Content Standard 14)</p>
<p>Supporting Standards</p>	<p>1) Content Standard 9</p> <p>M.9.1. Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments</p> <p>M.9.2. Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities</p> <p>M.9.3. Adapt and combine skills to meet the demands of increasingly dynamic environments</p> <p>M.9.4. Develop increasing competence in more advanced specialized skills</p> <p>M.9.5. Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports</p> <p>2) Content Standard 10</p> <p>M.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms</p> <p>M.10.3. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations</p> <p>3) Content Standard 11</p> <p>M.11.1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis</p> <p>M.11.2. Apply an understanding of the connections between the purposes of movements and their effect on fitness</p> <p>M.11.3. Apply the understanding of physical activity concepts to increasingly complex movement and game forms</p>

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	<p>4) Content Standard 12 M.12.1 Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component</p> <p>5) Content Standard 13 M.13.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings M.13.2. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities M.13.3. Develop strategies for including all persons, despite individual differences, in physical activity settings M.13.4. Apply appropriate skills for resolving conflicts peacefully</p> <p>6) Content Standard 14 M.14.2. Use physical activity as a means of self- and group expression M.14.3. Use physical activity as a positive opportunity for social and group interaction and development of leadership skills M.14.4. Realize that physical activity and challenges present opportunities for personal growth M.14.5. Value the skill competence that results from practice</p>
<p>Performance Expectations (Student Outcomes)</p>	<p>Grade 6:</p> <ul style="list-style-type: none"> ● Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games. ● Throws, while stationary, a leading pass to a moving receiver. ● Performs pivots and fakes designed to create open space during practice tasks. ● Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. ● Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. ● Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. ● Shoots on goal with power in a dynamic environment as appropriate to the activity.

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	<p>Grade 7:</p> <ul style="list-style-type: none"> ● Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games. ● Throws, while moving, a leading pass to a moving receiver. ● Executes at least 1 of the following designed to create open space during small-sided game play: pivots or fakes. ● Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. ● Dribbles with dominant and nondominant hands using a change of speed and direction in a variety of practice tasks. ● Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. ● Shoots on goal with power and accuracy in small-sided game play. <p>Grade 8:</p> <ul style="list-style-type: none"> ● Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level, with competency, in invasion games. ● Throws a lead pass to a moving partner off a dribble or pass. ● Executes at least 2 of the following to create open space during modified game play: pivots, fakes, screens. ● Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. ● Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play. ● Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. ● Shoots on goal with a long-handled implement for power and accuracy in modified invasion games.
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Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
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<ol style="list-style-type: none">1) Identifying and Analyzing Offense, Defense and Positioning2) Skill Cues3) Isolated Practice Tasks4) Skill Focus Stations5) Small-Sided Games/Competition including Competitive and Recreational6) Analysis of Game Strategy and Problem-Solving Tactics7) Reinforcing Effort and Providing Recognition	<ol style="list-style-type: none">1) Soccer (outdoor/indoor)2) Capture the football3) Ultimate frisbee4) Hockey5) Basketball6) Sport Specific Vocabulary	<ol style="list-style-type: none">1. Skill Assessment2. Cognitive Assessment3. Scoring Rubric
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Grades: 6-8 Unit	Subject: Physical Education Pacing: Marking periods 2 & 3 - approximately 20 days total Unit Theme: Net/Wall Activities
Overarching Standards	<ol style="list-style-type: none"> 1) Motor Skills Performance (Content Standard 9) 2) Applying Concepts and Strategies (Content Standard 10) 3) Engaging in Physical Activity (Content Standard 11) 4) Physical Fitness (Content Standard 12) 5) Responsible Behavior (Content Standard 13) 6) Benefits of Physical Activity (Content Standard 14)
Enduring Understandings	<ol style="list-style-type: none"> 1) Repetition of proper technique leads to improvement. (Content Standard 9) 2) You must know what your body is doing. (Content Standard 10) 3) Fit people engage in physical activity on a regular basis. (Content Standard 11) 4) Fitness is a process, not a product. (Content Standard 12) 5) Behaving well is as important as playing well. (Content Standard 13) 6) The best choices for you fit who you are and what you need. (Content Standard 14)
Essential Questions	<ol style="list-style-type: none"> 1) What different ways can the body move given a specific purpose during net/wall activities? 2) How can I move effectively and efficiently during net/wall activities? 3) What can I do to be physically active during net/wall activities and why is this important? 4) Why is it important to be physically fit and how can I stay fit? 5) How do I interact with others during net/wall activities? 6) How will learning net/wall activities help me now and in the future?
Priority Standards	<ol style="list-style-type: none"> 1) Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (Content Standard 9) 2) Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Content Standard 10)

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The numbering sequence correlates to the state numbers to ensure alignment.

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	<ul style="list-style-type: none"> 3) Participate regularly in physical activity. (Content Standard 11) 4) Achieve and maintain a health-enhancing level of physical fitness. (Content Standard 12) 5) Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (Content Standard 13) 6) Value physical activity for health, enjoyment, challenge, self expression and/or social interaction. (Content Standard 14)
<p>Supporting Standards</p>	<ul style="list-style-type: none"> 1) Content Standard 9 <ul style="list-style-type: none"> M.9.1. Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments M.9.3. Adapt and combine skills to meet the demands of increasingly dynamic environments M.9.4. Develop increasing competence in more advanced specialized skills M.9.5. Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports 2) Content Standard 10 <ul style="list-style-type: none"> M.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms M.10.3. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations 3) Content Standard 11 <ul style="list-style-type: none"> M.11.1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis M.11.2. Apply an understanding of the connections between the purposes of movements and their effect on fitness M.11.3. Apply the understanding of physical activity concepts to increasingly complex movement and game forms 4) Content Standard 12 <ul style="list-style-type: none"> M.12.1 Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component

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	<p>5) Content Standard 13</p> <p>M.13.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings</p> <p>M.13.2. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities</p> <p>M.13.3. Develop strategies for including all persons, despite individual differences, in physical activity settings</p> <p>M.13.4. Apply appropriate skills for resolving conflicts peacefully</p> <p>6) Content Standard 14</p> <p>M.14.2. Use physical activity as a means of self- and group expression</p> <p>M.14.3. Use physical activity as a positive opportunity for social and group interaction and development of leadership skills</p> <p>M.14.4. Realize that physical activity and challenges present opportunities for personal growth</p> <p>M.14.5. Value the skill competence that results from practice</p> <p>M.14.6. Demonstrate willingness to attempt a variety of new physical activities</p>
<p>Performance Expectations</p> <p>(Student Outcomes)</p>	<p>Grade 6:</p> <ul style="list-style-type: none"> ● Performs a legal underhand serve with control for net and wall games. ● Strikes with a mature overhand pattern in a non-dynamic environment for net or wall games. ● Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games. ● Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games. ● Two-hand-volleys with control in a variety of practice tasks. <p>Grade 7:</p> <ul style="list-style-type: none"> ● Executes consistently a legal underhand serve to a predetermined target for net and wall games.

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	<ul style="list-style-type: none"> ● Strikes with a mature overhand pattern in a dynamic environment for net or wall games. ● Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games. ● Two-hand-volleys with control in a dynamic environment. <p>Grade 8:</p> <ul style="list-style-type: none"> ● Executes consistently a legal underhand serve for distance and accuracy for net and wall games. ● Strikes with a mature overhand pattern in a modified net or wall game. ● Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games. ● Two-hand-volleys with control in a small-sided game.
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Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ol style="list-style-type: none"> 1) Demonstrations by students and teachers 2) Cooperative Learning 3) Skill Cues 4) Small-sided games 5) Tournament play 6) Reinforcing Effort and Providing Recognition 7) Congruent Feedback 	<ol style="list-style-type: none"> 1. Volleyball 2. Badminton 3. Pickleball 4. Sport Specific Vocabulary 	<ol style="list-style-type: none"> 1. Skill Assessment 2. Cognitive Assessment 3. Scoring Rubric

Grades: 6-8	Subject: Physical Education
	Pacing: Approximately 5 days each marking period

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The numbering sequence correlates to the state numbers to ensure alignment.

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Unit	Unit Theme: Striking/Fielding Activities
Overarching Standards	<ol style="list-style-type: none"> 1) Motor Skills Performance (Content Standard 9) 2) Applying Concepts and Strategies (Content Standard 10) 3) Engaging in Physical Activity (Content Standard 11) 4) Physical Fitness (Content Standard 12) 5) Responsible Behavior (Content Standard 13) 6) Benefits of Physical Activity (Content Standard 14)
Enduring Understandings	<ol style="list-style-type: none"> 1) Repetition of proper technique leads to improvement. (Content Standard 9) 2) You must know what your body is doing. (Content Standard 10) 3) Fit people engage in physical activity on a regular basis. (Content Standard 11) 4) Fitness is a process, not a product. (Content Standard 12) 5) Behaving well is as important as playing well. (Content Standard 13) 6) The best choices for you fit who you are and what you need. (Content Standard 14)
Essential Questions	<ol style="list-style-type: none"> 1) What different ways can the body move given a specific purpose during invasion activities? (Content Standard 9) 2) How can I move effectively and efficiently during invasion activities? (Content Standard 10) 3) What can I do to be physically active during invasion activities and why is this important? (Content Standard 11) 4) Why is it important to be physically fit and how can I stay fit? (Content Standard 12) 5) How do I interact with others during invasion activities? (Content Standard 13) 6) How will learning invasion activities help me now and in the future? (Content Standard 14)
Priority Standards	<ol style="list-style-type: none"> 1) Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (Content Standard 9) 2) Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Content Standard 10) 3) Participate regularly in physical activity. (Content Standard 11)

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	<ul style="list-style-type: none"> 4) Achieve and maintain a health-enhancing level of physical fitness. (Content Standard 12) 5) Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (Content Standard 13) 6) Value physical activity for health, enjoyment, challenge, self expression and/or social interaction. (Content Standard 14)
<p>Supporting Standards</p>	<ul style="list-style-type: none"> 1) Content Standard 9 <ul style="list-style-type: none"> M.9.1. Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments M.9.2. Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities M.9.3. Adapt and combine skills to meet the demands of increasingly dynamic environments M.9.4. Develop increasing competence in more advanced specialized skills M.9.5. Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports 2) Content Standard 10 <ul style="list-style-type: none"> M.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms M.10.3. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations 3) Content Standard 11 <ul style="list-style-type: none"> M.11.2. Apply an understanding of the connections between the purposes of movements and their effect on fitness M.11.3. Apply the understanding of physical activity concepts to increasingly complex movement and game forms 4) Content Standard 12 <ul style="list-style-type: none"> M.12.1 Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component 5) Content Standard 13

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	<p>M.13.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings</p> <p>M.13.2. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities</p> <p>M.13.3. Develop strategies for including all persons, despite individual differences, in physical activity settings</p> <p>M.13.4. Apply appropriate skills for resolving conflicts peacefully</p> <p>6) Content Standard 14</p> <p>M.14.3. Use physical activity as a positive opportunity for social and group interaction and development of leadership skills</p> <p>M.14.4. Realize that physical activity and challenges present opportunities for personal growth</p> <p>M.14.5. Value the skill competence that results from practice</p>
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<p>Performance Expectations</p> <p>(Student Outcomes)</p>	<p>Grade 6:</p> <ul style="list-style-type: none"> ● Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). ● Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. <p>Grade 7:</p> <ul style="list-style-type: none"> ● Throws with a mature pattern for distance or power appropriate to the activity during modified game play. ● Catches with a mature pattern from a variety of trajectories using different objects in modified game play. <p>Grade 8:</p> <ul style="list-style-type: none"> ● Throws with a mature pattern for distance or power appropriate to the activity during small-sided
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	<p>game play.</p> <ul style="list-style-type: none"> • Catches using an implement in a dynamic environment or small-sided game play.
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Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ol style="list-style-type: none"> 1) Identifying and Analyzing Offense, Defense and Positioning 2) Isolated Practice Tasks 3) Student Coaches 4) Analysis of Game Strategy and and Problem-Solving Tactics 5) Reinforcing Effort and Providing Recognition 	<ol style="list-style-type: none"> 1) Wiffle ball 2) Kickball and variations 3) Crazy Cone 4) Sport Specific Vocabulary 	<ol style="list-style-type: none"> 1. Skill Assessment 2. Cognitive Assessment 3. Scoring Rubric

Grades: 6-8	Subject: Physical Education
Unit	Pacing: Approximately 5 days each marking period
	Unit Theme: Lifetime Activities
Overarching Standards	<ol style="list-style-type: none"> 1) Motor Skills Performance (Content Standard 9) 2) Applying Concepts and Strategies (Content Standard 10) 3) Engaging in Physical Activity (Content Standard 11) 4) Physical Fitness (Content Standard 12) 5) Responsible Behavior (Content Standard 13) 6) Benefits of Physical Activity (Content Standard 14)
Enduring Understandings	<ol style="list-style-type: none"> 1) Repetition of proper technique leads to improvement. (Content Standard 9)

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	<ol style="list-style-type: none"> 2) You must know what your body is doing. (Content Standard 10) 3) Fit people engage in physical activity on a regular basis. (Content Standard 11) 4) Fitness is a process, not a product. (Content Standard 12) 5) Behaving well is as important as playing well. (Content Standard 13) 6) The best choices for you fit who you are and what you need. (Content Standard 14)
Essential Questions	<ol style="list-style-type: none"> 1) What different ways can the body move given a specific purpose during invasion activities? (Content Standard 9) 2) How can I move effectively and efficiently during invasion activities? (Content Standard 10) 3) What can I do to be physically active during invasion activities and why is this important? (Content Standard 11) 4) Why is it important to be physically fit and how can I stay fit? (Content Standard 12) 5) How do I interact with others during invasion activities? (Content Standard 13) 6) How will learning invasion activities help me now and in the future? (Content Standard 14)
Priority Standards	<ol style="list-style-type: none"> 1) Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (Content Standard 9) 2) Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Content Standard 10) 3) Participate regularly in physical activity. (Content Standard 11) 4) Achieve and maintain a health-enhancing level of physical fitness. (Content Standard 12) 5) Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (Content Standard 13) 6) Value physical activity for health, enjoyment, challenge, self expression and/or social interaction. (Content Standard 14)
Supporting Standards	<ol style="list-style-type: none"> 1) Content Standard 9 M.9.4. Develop increasing competence in more advanced specialized skills M.9.5. Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports

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	<ul style="list-style-type: none">2) Content Standard 10<ul style="list-style-type: none">M.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game formsM.10.2. Use self, peer, teacher and technological resources to recognize and suggest performance improvements in self and othersM.10.3. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations3) Content Standard 11<ul style="list-style-type: none">M.11.1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basisM.11.2. Apply an understanding of the connections between the purposes of movements and their effect on fitnessM.11.3. Apply the understanding of physical activity concepts to increasingly complex movement and game formsM.11.4. Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness level4) Content Standard 12<ul style="list-style-type: none">M.12.1 Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each componentM.12.2. Assess physiological responses to exercise associated with one's level of physical fitness and nutritional balanceM.12.3. Analyze the results of one or more components of health-related fitness5) Content Standard 13<ul style="list-style-type: none">M.13.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings6) Content Standard 14<ul style="list-style-type: none">M.14.1. Make decisions about participating in different physical activities based on feelings and interests
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	<p>M.14.2. Use physical activity as a means of self- and group expression</p> <p>M.14.3. Use physical activity as a positive opportunity for social and group interaction and development of leadership skills</p> <p>M.14.4. Realize that physical activity and challenges present opportunities for personal growth</p> <p>M.14.5. Value the skill competence that results from practice</p> <p>M.14.6. Demonstrate willingness to attempt a variety of new physical activities</p>
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<p>Performance Expectations</p> <p>(Student Outcomes)</p>	<p>Grade 6</p> <ul style="list-style-type: none"> ● Demonstrates basic skills in 1 self-selected individual-performance activity. ● Demonstrates basic skills in 1 self-selected outdoor activity. ● Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure the safety of self and others. <p>Grade 7</p> <ul style="list-style-type: none"> ● Demonstrates a variety of skills in 1 self-selected individual-performance activity. ● Demonstrates a variety of skills in 1 self-selected outdoor activity. ● Analyzes the situation and makes adjustments to ensure the safety of self and others. <p>Grade 8</p> <ul style="list-style-type: none"> ● Demonstrates a variety of skills in at least 2 self-selected individual-performance activities. ● Demonstrates a variety of skills in at least 2 self-selected outdoor activities. ● Implements safe protocols in self-selected outdoor activities.
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Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ol style="list-style-type: none">1) Student Goal Setting and Providing Feedback2) Cooperative Learning3) Skill Focus Stations4) Heart rate monitoring RPE (Rate of Perceived Exertion)5) Identifying intensity level during workouts6) Reinforcing Effort and Providing Recognition	<ol style="list-style-type: none">1) Fitness walking2) Fitness jogging3) Circuit training4) Outdoor pursuits (yard games & activities)5) CT Physical Fitness Testing & preparation6) Fitness Vocabulary	<ol style="list-style-type: none">1. Skill Assessment2. Cognitive Assessment3. Scoring Rubric