

*RUSH-HENRIETTA
CENTRAL SCHOOL DISTRICT*



*MIDDLE SCHOOL (6-8)
PHYSICAL EDUCATION
CORE CURRICULUM*

(6-8) Middle School Physical Education
2001-02 Curriculum Map
Burger MS

<p style="text-align: center;"><u>Block 1: September</u> Orientation/Rules/Lockers Soccer</p>	<p style="text-align: center;"><u>Block 5: February</u> Indoor Games</p>
<p style="text-align: center;"><u>Block 2: October</u> Football Soccer/Speedball Fitness Testing</p>	<p style="text-align: center;"><u>Block 6: March</u> Floor Hockey Stunts & Tumbling Wrestling Aerobics</p>
<p style="text-align: center;"><u>Block 3: November</u> Ultimate Frisbee Cooperative Games Volleyball</p>	<p style="text-align: center;"><u>Block 7: April</u> Wrestling/Aerobics Softball Ultimate Frisbee/Speedball</p>
<p style="text-align: center;"><u>Block 4: December</u> Volleyball</p>	<p style="text-align: center;"><u>Block 8: May</u> Softball Track & Field Golf Croquet Fitness Testing</p>
<p style="text-align: center;"><u>Block 5: January</u> Basketball Fitness Testing Outdoor Education</p>	<p style="text-align: center;"><u>Block 10: June</u> Water Slide/Outdoor Education Games End of Year Details: Lockers</p>

(6-8) Middle School Physical Education
2001-02 Curriculum Map
Roth MS

<p style="text-align: center;"><u>Block 1: September</u> Orientation/Rules/Lockers Fitness Assessment</p>	<p style="text-align: center;"><u>Block 5: February</u> Recreational Activities</p>
<p style="text-align: center;"><u>Block 2: October</u> Football Soccer Tennis</p>	<p style="text-align: center;"><u>Block 6: March</u> Team Handball Fitness Walk</p>
<p style="text-align: center;"><u>Block 3: November</u> Speedball Orienteering Volleyball</p>	<p style="text-align: center;"><u>Block 7: April</u> Lacrosse Ultimate Frisbee</p>
<p style="text-align: center;"><u>Block 4: December</u> Wrestling Basketball Floor Hockey</p>	<p style="text-align: center;"><u>Block 8: May</u> Golf Tennis Fitness Assessment</p>
<p style="text-align: center;"><u>Block 5: January</u> Aerobic Activities XC Skiing Cooperative Activities</p>	<p style="text-align: center;"><u>Block 10: June</u> Water Slide Softball End of Year Details: Lockers</p>

Unit: Soccer

Overview/Rationale:

Of all the major sports, soccer is played in more countries and probably by more people than any other sport in the world. Soccer is a K-12 activity for our physical education classes. R-H Middle School students have an opportunity to play in our modified program (modified A & B for boys and girls), as well as the Henrietta Youth Soccer program.

Essential Questions:

6th Grade

- What are the rules of soccer and how do they add to a safe playing environment?
- What are the individual skills needed to play a game of soccer?
- What fitness / conditioning components are needed for participation in a game of soccer?

7th / 8th Grade

- How can you develop team strategies within the rules of the game?
- How can one incorporate individual skills into a team concept?
- What community resources are available for those who wish to continue playing soccer?

Learning Standards (performance indicators):

Students will...

- Demonstrate competency in a variety of physical activities (games, sports, and exercise) that provide conditioning for each fitness area.
- Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints.
- Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment.
- Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety.
- Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others.
- Work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved.
- Understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits.
- Understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities
- Be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available.

Sample Block Plan

<u>Day 1</u> Dribble Shoot	<u>Day 2</u> Headers Long balls trapping	<u>Day 3</u> Rules Community Positions	<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>
<u>Day 7</u>	<u>Day 8</u>	<u>Day 9</u>	<u>Day 10</u>	<u>Day 11</u>	<u>Day 12</u>

(Sample) Assessment: Hellison, Graham rubric models (see appendix)

Resources: Zakrajsek, Carnes, Pettigew (1994), *Quality Lesson Plans for Secondary Physical Education*, Human Kinetics.pp. 147-178.

Soccer
Content Overview (outline)

<u>General-</u>	1. Dribbling/Heading	2. Shooting	3. Passing/Trapping
	4. Defending	5. Rules	6. Community Resources

Specific-

1. Dribbling/Heading	a) body position	b) use of feet	c) speed	d) position of head
2. Shooting	a) location	b) transfer of wt.	c) area of foot	
3. Passing/Trapping	a) length of pass	b) pace/location of ball		
	c) field location	d) parts of body for trapping		
4. Defending	a) body position	b) team defense	c) goalkeeping	
5. Rules	a) safety precautions	b) basic rules		
6. Community Resources	c) recreation leagues	b) camps	c) travel soccer	d) spectator soccer

Detailed:

1. Dribbling/Heading

- ☐ protect ball with body ☐ stay balanced ☐ think ahead
- ☐ inside and outside of feet ☐ roll foot on top
- ☐ change speeds & direction ☐ fake with upper body

2. Shooting

- ☐ aim for low or high corner ☐ look for opening
- ☐ drive ball and follow through on shooting foot
- ☐ weight over ball at impact
- ☐ strike ball with instep for power/accuracy ☐ use inside for deflection

3. Passing/Trapping

- ☐ long banana ball ☐ short on ground ☐ give & go
- ☐ lead the receiver ☐ firm place to avoid defender
- ☐ support--center, square, diagonal
- ☐ chest ☐ thigh ☐ inside/outside foot traps

4. Defending

- ☐ keep low center of gravity, watch hips, don't cross legs
- ☐ back up teammate, protect the middle by goal
- ☐ cut angles, protect near post, on toes, hands ready

5. Rules

- ☐ caution about no sliding tackles, protect face, 10 yard limit
- ☐ cover all out of bounds procedures, fouls, kickoffs, goalie privileges, restart techniques

8th GRADE SKILLS RUBRIC

5. Exemplary - Always

- Can dribble, using both feet with change of direction for 30 yards.
- Can shoot on goal, from within 18 yard box, at 80% success level.
- Can use 2 passing techniques/2 trapping techniques with 80% success.
- Exhibits proper defensive posture & supports others at 90% level.

4. Distinguished - Usually

- Can dribble, using both feet with change of direction for 20 yards.
- Can shoot on goal, from within 18 yard box, at 60% success level.
- Can use 2 passing techniques/2 trapping techniques with 60% success.
- Exhibits proper defensive posture & beginning to understand team "D"

3. Acceptable - Sometimes

- Can dribble, using both feet for 15 yards straight
- Can shoot on goal, from within 18 yard box, at 40% success level.
- Can use 1 passing techniques/1 trapping techniques with mixed results
- Exhibits proper defensive posture but does not anticipate well.

2. Needs Improvement - Rarely

- Can dribble, using one foot for 5-10 yards.
- Can shoot on goal, from within 18 yard box, at 10% success level.
- Attempts passing/trapping with inconsistent form
- Attempts to stop opponent

1. Unacceptable - Never

- No Attempts

Overview/Rationale:

Dr. James Naismith invented the game of basketball in 1891. The first games were played with a soccer-style ball and peach baskets. Originally, there was no limit to the number of players on a team or the number of balls used in play. It was not uncommon to have 50 players on the floor using four or five balls at a time. Today, basketball is one of America's most popular sports, a staple of physical education programs nation-wide. It is a game that requires minimum equipment and players. It is an excellent cardiovascular (endurance) activity. R-H offers Mod. B, A, JV, and Varsity basketball for boys and girls.

Essential Questions:

6th Grade

- What are the rules of basketball and how do they add to a safe playing environment?
- What are the individual skills needed to play basketball?
- What are basketball related games that can be played in different environments?

7th / 8th Grade

- How can you develop team strategies within the rules of the game?
- How can one incorporate individual skills into a team concept?
- What opportunities exist within the community to play / observe basketball?

Learning Standards (performance indicators):

- Demonstrate competency in a variety of physical activities (games, sports, and exercise) that provide conditioning for each fitness area.
- Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints.
- Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment.
- Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>
<u>Day 5</u>	<u>Day 6</u>	<u>Day 7</u>	<u>Day 8</u>
<u>Day 9</u>	<u>Day 10</u>	<u>Day 11</u>	<u>Day 12</u>

(Sample) Assessment:

Hellison/Graham/Rinks rubric models (see appendix), 8th Grade Basketball Skills Rubric.

Resources:

Zakrajsek, Carnes, Pettigew (1994), *Quality Lesson Plans for Secondary Physical Education*, Human Kinetics. pp. 69-92.

Content Overview (outline)

General-

- 1. Passing & catching ☐
- 2. Dribbling ☐
- 3. Lay-ups ☐
- 4. Shooting ☐
- 5. Defensive Skills/Rebounding Skills ☐
- 6. Offensive Strategy ☐
- 7. Modified Games ☐
- 8. Knowledge ☐
- 9. Community Resources ☐

Specific-

- 1. **Passing & Catching**
 - ☐ chest pass
 - ☐ bounce pass
 - ☐ two hand overhead pass
 - ☐ one hand passes
 - ☐ catching cues
- 2. **Dribbling**
 - ☐ stationary
 - ☐ rules
 - ☐ alternate hands
 - ☐ speed/change of speed
- 3. **Lay-ups**
 - ☐ various angles
- 4. **Shooting**
 - ☐ foul shots
 - ☐ set
 - ☐ jump shots
- 5. **Defensive Skills/Rebounding**
 - ☐ man to man
 - ☐ box-out
- 6. **Offensive Strategy**
 - ☐ cutting
 - ☐ screening
 - ☐ give & go
- 7. **Modified Games**
 - ☐ knockout
 - ☐ 3 on 3
 - ☐ sideline
- 8. **Knowledge**
 - ☐ history
 - ☐ deception/moves
 - ☐ safety
- 9. **Community Resource**
 - ☐ Henrietta Rec
 - ☐ Intramurals
 - ☐ Summer teams

Detailed:

1. ☐ **Passing and catching**

Chest pass - two hands on side of balls, thumbs in, ball to chest, transfer weight forward and step toward target, thumbs out on follow through

Bounce pass – same form as chest, bounce ball 2/3 of way to teammate, bounces up at waist level with speed

Two Hand Over-head pass – two hands to side slightly behind ball, ball goes above head, elbows out, extend arms and flick wrist. Aim for shoulder height of teammate

One hand passes – pass starts between shoulders and waist, use non-passing hand for balance, elbow in

Catching – Step toward ball to “meet it,” use both hands with fingertips grasping, eyes on ball, bring in to body

2. ☐ **Dribbling**

Stationary dribble – bent at knees and waist, head up, use fingertips and keep wrist flexible, keep bounce below waist, shield with body and off hand

Speed dribble – bounce ball in front and to the side, stay low, head up

Alternate hands/crossover – bounce low in front to switch hands, change body angle to shield from defender

Deception/moves – behind back, between legs, change speed, spin

3. ☐ **Lay-ups**

Can use palm up or push shot, within square and softly off board, take off with the shooting hard knee driving up and opposite foot as take-off

4. ☐ **Foul Shot**

“B” bend elbow/knees, “E” elbow aligned, “E” extension, “F” follow-through, balance with good base of support, use legs for power/range, ball starts at shoulder height

Set Shot – same form as foul shot, except increase leg thrust to extend range

Jump Shot – wide base of support, square up to basket, jump and release/follow-through at apex of jump

5. ☐ **Defensive Skills / Rebounding Skills**

Man to man defense – between man and basket, layoff man and see opponent with ball, talk to teammates, “switch” when necessary, low stance, shuffle feet

Box out – maintain contact, low butt with wide base of support, back into opponent, turn back into opponent and see the ball

6. ☐ **Offensive Strategy**

Cutting – with or without ball, fent with body to initiate movement, change speed (quick start), front door in front of defender, “back door” behind defender

Screening – stationary block to keep defender off teammate, plant feet, wide base of support, anticipate defenders’ path

Give & Go – pass to teammate and cut, use head/body fakes, continue cut out from basket if not Receiving ball

7. ☐ **Modified Games**

8. ☐ **Knowledge**

9. ☐ **Community Resources**

MIDDLE SCHOOL BASKETBALL
8TH GRADE SKILLS RUBRIC

5. Exemplary - Always

- Can execute all passes with 90% success, consistently makes adjustment for speed of game, catches with next move in mind
- Can dribble with both hands, has two deception moves, can change speed and maintain dribble
- Can make 90% of lay-ups with dominant hand and 50% with non-dominant, footwork is correct
- Can use proper form on all shots, 50% from foul line, beginning to use jump shot
- Understands and uses proper stance in man defense, starting to anticipate picks & screens, uses verbal communication, boxes out 90% of time
- Moves without ball on offense, executes give & go, will set screens

4. Distinguished - Usually

- Will use all passes with 90% success, some adjustment for game factors, catches 90% of balls
- Dribbles well with dominant hand, tries to use non-dominant hand, changes speed, one good move
- Can make 70 % of dominant hand lay-ups, has proper technique for non-dominant, foot-work correct
- Can use proper form, 40% foul shooter, has form for jump shot but not using in games
- Good defensive posture, struggling through picks/screens boxes out 50% of time
- Sets screens, some give & go

3. Acceptable - Sometimes

- Depends on 2 basic passes with 70% success, difficulty reading speed, catches 70%
- Will dribble with dominant hand only, less success at high speed
- Can make 50% of dominant hand lay-ups, has not mastered technique or footwork for non-dominant, movement is choppy
- Form inconsistent, 30% foul shooter, no jumper
- Can display defensive stance but not maintain consistently
- Waits for ball in a game

2. Needs Improvement - Rarely

- Passes with inconsistent form at 40% success
- Can execute 2 or 3 dribbles successfully
- Will stop to shoot lay-up, no takeoff, 20% success
- 10% foul shooter, form inconsistent
- Gets “lost” on defense, upright position
- Avoids ball in game

1. Unacceptable - Never

- No Attempts

Overview/Rationale:

Cross-country skiing is a fun way to enjoy the great outdoors in winter. The pleasures of cross country skiing can take your mind away from the stresses associated with the every day grind. It is a total body work out that nearly uses every muscle in your body. It can be done alone or with the whole family and it will also develop your cardiovascular system as well build the mind-body relationship for a healthy life. The purpose of cross country skiing in physical education class is to get the students outside, experience a new activity, and have a fun way to exercise and get into shape.

Essential Questions:**6th / 7th / 8th Grade**

- What type of equipment and environment is necessary to safely participate?
- What techniques are necessary?
- What community resources are available for cross-country skiing (where/equipment)?

Learning Standards (performance indicators):

- Demonstrate competency in a variety of physical activities (games, sports, and exercise) that provide conditioning for each fitness area.
- Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints.
- Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment.
- Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety.
- Understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits.
- Should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>
<u>Day 5</u>	<u>Day 6</u>	<u>Day 7</u>	<u>Day 8</u>
<u>Day 9</u>	<u>Day 10</u>	<u>Day 11</u>	<u>Day 12</u>

(Sample) Assessment: Hellison, Graham rubric models (see appendix)

Resources: PE Central Unit Plan Sites (www.pecentral.org). Over 60 different unit plans developed by students at Central Washington University.

Content Overview (outline)

General-

- | | |
|--------------|------------------------|
| 1. Equipment | 3. Safety |
| 2. Technique | 4. Knowledge/Resources |

1. Equipment
2. Pole Use
3. Falling Down

Specific-

4. Getting Back Up
 5. 17 Techniques
-

Detailed:

1. ☐ **Equipment**

- ☐ Ski's / bindings
- ☐ Poles
- ☐ Shoes
- ☐ Clothing

2. ☐ **Skiing with or without poles in easy terrain**

3. ☐ **Falling Down**

4. ☐ **Getting Up**

- ☐ Re-positioning of skis
- ☐ Placing poles for support
- ☐ Regaining balance

5. ☐ **Double Pole Techniques**

- ☐ Skis facing direction of travel down the track
- ☐ All the energy for forward movement is generated from the upper body and torso
- ☐ The poles are angled close to the snow during the push and the knees are straight and locked

6. ☐ **The Step Turn**

- ☐ Standing in place, turning left, the weight is shifted to the right leg and the tip of the left ski is raised a few inches above the right boot
- ☐ With the tail of the left ski lightly touching the snow reach to the side and shift your weight to the left leg.
- ☐ The right ski is brought around the same way. The more you have to turn the more steps need to be taken.

7. ☐ **Straight Down Hill**

8. ☐ **Snowplowing**

- ☐ Put the skis in an upside down "V" position or the tips of skis come together and the tails are apart
- ☐ For speed reduction / beginners

9. ☐ **The Half Plow Turn**

10. ☐ **The Moving Step Turn**

11. ☐ **The Kick Turn**

12. ☐ **Straight Uphill Climbing**

13. ☐ **Traversing Uphill**

14. ☐ **Side Stepping Uphill**

- ☐ Turn your right shoulder to the direction you want to go
- ☐ Step first with the right then close the space with the left
- ☐ The weight is on the lower leg while the other one reaches

15. ☐ **Herringbone Climbing**

16. ☐ **Diagonal Technique**

- a) Gliding over the snow using alternative legs and arm.
- b) The faster you go the more extended your arms and legs become and the more you lean forward

17. ☐ **VI Technique**

- a) On every second leg push, both poles are used at the same time to push.
- b) Pushing with the poles should occur at the same moment that the ski is set.

Overview/Rationale:

Touch (and/or flag) football involves most of the fundamentals of tackle football, such as passing, running, kicking, pass catching, and carrying the ball. It requires little equipment, and our outdoor facilities can accommodate several games at once. Here is a game that will give you fun, and at the same time contribute to your development of endurance, power, and coordination (along with skill techniques and game strategies).

Essential Questions:**6th Grade**

- What are the rules of football and how do they add to a safe playing environment?
- What are the individual skills needed to play a game of football?

7th / 8th Grade

- How can you develop team / situation strategies into a team concept?
- How can a player incorporate individual skills into a team concept?
- What type of fitness / muscle development is necessary to play football?

Learning Standards (performance indicators):

- Demonstrate competency in a variety of physical activities (games, sports, and exercise) that provide conditioning for each fitness area.
- Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints.
- Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment.
- Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others.
- Work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>
<u>Day 5</u>	<u>Day 6</u>	<u>Day 7</u>	<u>Day 8</u>
<u>Day 9</u>	<u>Day 10</u>	<u>Day 11</u>	<u>Day 12</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)

Resources:

PE Central Unit Plan Sites (www.pecentral.org)

Zakrajsek, Carnes, Pettigew (1994), *Quality Lesson Plans for Secondary Physical Education*, Human Kinetics. pp. 124-146.

Content Overview (outline)

General-

- | | |
|--------------------------|------------------------|
| 1. Passing & Catching | 6. Offensive Strategy |
| 2. Center Snap, Laterals | 7. Modified Games |
| 3. Pass Patterns | 8. Knowledge |
| 4. Defending | 9. Community Resources |
| 5. Punting & Kicking | |

Specific-

- | | |
|--|--|
| 1. Passing & Catching | |
| <input type="checkbox"/> grip | <input type="checkbox"/> window of opportunity |
| <input type="checkbox"/> body stance | <input type="checkbox"/> catch & tuck |
| <input type="checkbox"/> release | |
| 2. Center Snap, Laterals | |
| <input type="checkbox"/> grip | <input type="checkbox"/> release |
| <input type="checkbox"/> stance | <input type="checkbox"/> underhand pass |
| 3. Falling Down | |
| <input type="checkbox"/> button hook in/out | <input type="checkbox"/> fly |
| <input type="checkbox"/> down & out/in | <input type="checkbox"/> slant |
| 4. Defending | |
| <input type="checkbox"/> Position relative to offensive player | |
| <input type="checkbox"/> "reads" | |
| 5. Punting & kicking | |
| <input type="checkbox"/> grip & drop | <input type="checkbox"/> approach & plant |
| <input type="checkbox"/> footwork | <input type="checkbox"/> contact position / follow through |
| 6. Offensive Strategy | |
| <input type="checkbox"/> alignment | <input type="checkbox"/> game situation & strategy |
| <input type="checkbox"/> variety of plays | |
| 7. Modifies Games | |
| <input type="checkbox"/> 8 v 8 all eligible two hand touch | |
| 8. Knowledge | |
| <input type="checkbox"/> history | <input type="checkbox"/> safety |
| <input type="checkbox"/> rules | |
| 9. Community Resources | |
| <input type="checkbox"/> Henrietta Youth Football | |
| <input type="checkbox"/> Punt, Pass & Kick | |

1. Passing & Catching

- ☐ Grip - thumb & index finger on back of ball, fingers spread across laces, non-throwing hand supports ball
- ☐ Body Stance – throwing hand foot plants, off foot forward, arm/hand cocked back slightly behind head
- ☐ Release - eyes on target, elbow moves forward, snap wrist downward (to develop spiral), step forward to transfer weight
- ☐ Window of Opportunity – form triangle with hands, fingers wide & thumbs in (far below waist, pinkies together), target with hands
- ☐ Catch & Tuck – stretch arms toward ball, eyes on ball into the hands, using both hands bring into body to absorb force & prep to run

2. Center Snap, Laterals

- ☐ Grip – same as in passing
- ☐ Stance – wider than shoulder width, both arms extended to ball
- ☐ Release – snap hand and arm back through legs, snap waist, eyes on QB (for this level)
- ☐ Underhand Pass (lateral) – teammate receiving must be behind or to the side, grasp with dominant hand & toss underhand with palm up, snap wrist for spiral

3. Pass Patterns

- ☐ Buttonhook – drive downfield hard, plant foot & come back sharply to meet ball on the way.
Distance can vary dependent on game situation
- ☐ Down and Out/In - controlled speed straight down, plant foot to opposite side of cut, head fake & cut
- ☐ Fly – use speed from snap, run past defender, look to QB
- ☐ Slant – run at angle from the line at snap, stay between QB & defender to make catch with body as shield

4. Defending

- ☐ Positioning – do not let offensive player get behind you, stay ready to cut in front for knockdown (interception 1st move back, 5-yard cushion)
- ☐ Reads – watch offensive players' hips, glance to QB eyes

5. Punting & Kicking

- ☐ Grip & Drop – laces up, one hand on each end of ball, drop ball do not toss “up,” angle ball when dropped
- ☐ Footwork – One and a half step approach, short step with kicking leg, full with non-kicking & kick, follow-through to target
- ☐ Approach & Plant – judge your stop between 7-10 yards, non-kicking foot 6” to side & behind ball
- ☐ Contact & Follow-through – bend at knee and straighten as foot meets ball, lock ankle, use instep

6. Offensive Strategy

- ☐ Alignment – we use center, QB, 2 running Backs, rest are receivers
- ☐ Variety – consider you don't want defense to get used to same play, run, throws short/long, out/in, mix it up
- ☐ Situations & Strategy – need 1 yard, end of game, use clock trick plays, go for more 1st downs

7. ☐ Modified Game

8. ☐ Knowledge

9. ☐ Community Resources

Unit: Fitness Testing (6-8)

Overview/Rationale:

Physical fitness is an important element in every physical education curriculum. For middle school students, our focus is muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance. Power, speed, and agility are also inherent to fitness. R-H students are tested twice per year, with either the *Physical Best Fitness Test*, the *Presidential Fitness Test*, or the *Prudential FITNESSGRAM*.

Essential Questions:

6th Grade

- What are the types of personal fitness?
- What components comprise an individual fitness plan?

7th / 8th Grade

- What activities are designed to help understand and value physical fitness and its contribution to a healthy life
- What community resources are available for lifelong personal fitness?

Learning Standards (performance indicators):

- Demonstrate competency in a variety of physical activities (games, sports, and exercise) that provide conditioning for each fitness area.
- Understand the relationship between physical activity and the prevention of illness, disease, and premature death.
- Develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity.
- Understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits.
- Demonstrate the ability to locate physical activity information, products, and services.
- Know some career options in the field of physical fitness and sports.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>
<u>Day 5</u>	<u>Day 6</u>	<u>Day 7</u>	<u>Day 8</u>
<u>Day 9</u>	<u>Day 10</u>	<u>Day 11</u>	<u>Day 12</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)

Resources: Physical Best Fitness Test. The American Alliance Physical Fitness Education and Assessment Program (1998). Reston, VA: *The American Alliance for Health, Physical Education, Recreation and Dance*. Prudential FITNESSGRAM. (1992). Dallas, TX: *Cooper Institute for Aerobics, Research*.

Content Overview (outline)

General-

1. AAHPERD's Physical Best Fitness Test
2. Prudential Fitness Gram
3. Presidential Fitness Test

Specific-

- | | |
|---|---|
| 1. Sit-Ups <input type="checkbox"/> | 6. Set and Reach <input type="checkbox"/> |
| 2. Curl-ups <input type="checkbox"/> | 7. Mile Run <input type="checkbox"/> |
| 3. Push-ups <input type="checkbox"/> | 8. Pacer Test <input type="checkbox"/> |
| 4. Pull-ups <input type="checkbox"/> | 9. Shuttle Run <input type="checkbox"/> |
| 5. Flex-arm Hang <input type="checkbox"/> | 10. Agility <input type="checkbox"/> |
-

Detailed:

1. ☐ **Sit-Ups**

- a) Keep arms crossed on your chest and knees bent
- b) 1 minute test time
- c) Crunches – require the shoulder blades to lift from the mat

2. ☐ **Curl-Ups**

- a) Place feet flat on the floor, bend the knees, and slide the fingers along the mat until they reach the other side of the measuring card
- b) Student curls back down

3. ☐ **Push-Ups**

- a) Back must be straight
- b) Push up off the mat with your arms until the arms are straight
- c) Lower back down until

4. ☐ **Flex-Arm Hang**

- a) Palms must face away
- b) Chin must go past bar and hold for as long as they can

5. ☐ **Pull-Ups**

- a) Palms must face away
- b) Must extend the arms fully
- c) Chin must go past the bar

6. ☐ **Sit and Reach**

- a) Extend the arms forward; keeping the knees extended and the feet shoulder width apart
- b) Place hands one on top of each other on the box
- c) Give three practices in leaning forward with fingers extended, palms down
- d) On the fourth extension, the student holds the hands in position for 1 second to measure the farthest point reached by both hands

7. ☐ **Mile Run**

8. ☐ Pacer Test

- a) Run as long as possible back and forth across a 20 meter distance at a specified pace
- b) The pace gets faster every minute
- c) Students attempt to reach the opposite line before the sound of the beep

9. ☐ Shuttle Run

- a) Distance between the cones is 30 feet, the width of a volleyball court
- b) Run down grab the first eraser, run back to the start line and set it down; run back and grab the second eraser, sprint past the start line

10. ☐ Agility

- a) Measure a width of 8 feet. Mark the middle at the 4-foot mark. (Three lines)

Students start in the middle straddling the centerline

- c) By side stepping they attempt to cross back and forth as many times as they can in 10 seconds

Overview/Rationale:

Tennis appeals to many because it can be played year round, is relatively low in cost, needs only two or four players, and is suitable for both sexes and all age groups. Another reason for its popularity is easy access to public courts. An estimated 10 to 15 million Americans of all ages play tennis regularly. At R-H, students at Roth MS and the SHS can participate in tennis during physical education (other schools within the district can play modified versions of tennis/racquet sports (indoors).

Essential Questions:**6th / 7th / 8th Grade**

- What are the rules of tennis?
- What individual skills are necessary to play a game of tennis?

What community resources are available for further participation in tennis?

Learning Standards (performance indicators):

- Demonstrate competency in a variety of physical activities (games, sports, and exercise) that provide conditioning for each fitness area.
- Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints.
- Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment.
- Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety.
- Should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available.

Sample Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>
<u>Day 5</u>	<u>Day 6</u>	<u>Day 7</u>	<u>Day 8</u>
<u>Day 9</u>	<u>Day 10</u>	<u>Day 11</u>	<u>Day 12</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)

Resources:

PE Central Unit Plan Sites (www.pecentral.org) Over 60 different unit plans developed by students at Central Washington University.

Zakrajsek, Carnes, Pettigew (1994), *Quality Lesson Plans for Secondary Physical Education*, Human Kinetics.

Content Overview (outline)

General-

- | | |
|-------------------|--------------|
| 1. Skill | 3. Knowledge |
| 2. Court/Position | 4. Equipment |

Specific-

- | | |
|--------------|------------|
| 1. Hitting | 4. Service |
| 2. Positions | 5. Shots |
| 3. Strokes | 6. Rules |
-

Detailed:

1. ☐ **Hitting**

- ☐ Off The Ground
- ☐ In The Air
- ☐ Off The Racket

2. ☐ **Position**

- ☐ Ready
- ☐ Student curls back down
- ☐ Backhand

3. ☐ **Strokes**

- ☐ Forehand
- ☐ Backhand

4. ☐ **Service**

- ☐ Foot Position
- ☐ Ball Toss
- ☐ Racket Positions

5. ☐ **Shots**

- ☐ Volley
- ☐ Smash
- ☐ Lob
- ☐ Drop

6. ☐ **Rules**

- a) Service Rules
- b) Receiving Rules
- c) Loss of Point Rules
- d) Scoring Rules
- d) Miscellaneous**

7. ☐ **Singles / Doubles Games**

- a) Players Positioning
- b) Court Dimensions
- c) Serving Rotation

Overview/Rationale:

Many middle school students do not realize that they have the natural ability to become successful in track & field until they give it a try. Many track & field stars discovered themselves in a physical education class or through intramurals. At R-H, our goal is to expose students to the wide variety of track events. Students also have the opportunity to participate on our modified (grades 7 & 8) combined team (boys and girls/Roth & Burger).

Essential Questions:**6th / 7th / 8th Grade**

- What techniques are necessary for safe execution of all events?
- What fitness/conditioning components are needed in the different events of track & field?

Learning Standards (performance indicators):

- Demonstrate competency in a variety of physical activities (games, sports, and exercise) that provide conditioning for each fitness area.
- Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints.
- Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment.
- Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>
<u>Day 5</u>	<u>Day 6</u>	<u>Day 7</u>	<u>Day 8</u>
<u>Day 9</u>	<u>Day 10</u>	<u>Day 11</u>	<u>Day 12</u>

(Sample) Assessment:

Hellison, Graham. Rinks rubric models (see appendix)

Resources:

PE Central Unit Plan Sites (www.pecentral.org) Over 60 different unit plans developed by students at Central Washington University.

Zakrajsek, Carnes, Pettigew (1994), *Quality Lesson Plans for Secondary Physical Education*, Human Kinetics.

Content Overview (outline)

General-

- | | |
|--------------------|-------------------|
| 1. Running Events | 3. Jumping Events |
| 2. Throwing Events | 4. Knowledge |

Specific-

- | | |
|--------------------|------------------------|
| 1. 60 Yard Dash | 6. Frisbee Throw |
| 2. Mile Walk / Run | 7. Standing Broad Jump |
| 3. Relays | 8. High Jump |
| 4. Hurdles | 9. Rules / Equipment |
| 5. Softball Throw | 10. Strategy |
-

Detailed:

1. 60 Yard Dash

- a) Stretching
- b) Technique
- c) Personal Best

2. Mile Walk / Run

- a) Stretching / Conditioning
- b) Pacing (laps)
- c) Personal Best
- d) Recording

3. Relays

- a) Baton Hand Off / Receiving
- b) Team Strategy (positioning of runners)

4. Hurdles

- a) Strides
- b) Arms
- c) Techniques
- d) Strategies

5. Softball Throw

- a) Stretching
- b) Techniques (grip/stance/arm rotation)
- c) Measurements

6. Frisbee Throw

7. Standing Broad Jump

- a) Take Off
- b) Forward Motion (flex knees/upward motion of arms)
- c) Landing
- d) Measurements

8. High Jump

- b) Western Roll
- c) Scissors

9. Rules/Equipment

- a) Procedures
- b) Disqualifications
- c) Tape Measures/Stop Watches
- d) Record Keeping

10. Strategies

- a) Techniques
- b) Conditioning
- c) Recording/Charting

Overview/Rationale:

William Morgan of Holyoke, Massachusetts invented volleyball, in 1895 as an alternative to basketball. It is a fast-paced, exciting activity that can accommodate many students. It is also a sport that requires high skill and practice. R-H offers Mod. B, JV, and Varsity Volleyball for boys and girls.

Essential Questions:**6th Grade**

- What are the rules of volleyball and how do they add to a safe playing environment?
- What are the individual skills needed to play volleyball?

7th / 8th Grade

- How can you develop team strategies within the rules of the game?
- How can one incorporate individual skills into a team concept?

Learning Standards (performance indicators):

- Demonstrate competency in a variety of physical activities (games, sports, and exercise) that provide conditioning for each fitness area.
- Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints.
- Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment.
- Develop leadership, problem solving, cooperation, and teamwork by participating in group activities.
- Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others.
- Work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>
<u>Day 5</u>	<u>Day 6</u>	<u>Day 7</u>	<u>Day 8</u>
<u>Day 9</u>	<u>Day 10</u>	<u>Day 11</u>	<u>Day 12</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)

Resources:

PE Central Unit Plan Sites (www.pecentral.org)

Zakrajsek, Carnes, Pettigew (1994), *Quality Lesson Plans for Secondary Physical Education*, Human Kinetics. pp. 233-258.

Content Overview (outline)

General-

- | | |
|----------------------|---------------------|
| 1. Court / Equipment | 4. Defensive Skills |
| 2. Rules / Knowledge | 5. Strategies |
| 3. Offensive Skills | 6. Modifies Games |

Specific-

- | | |
|-----------------|-------------------------|
| 1. Serves | 5. Dig |
| 2. Passing | 6. Defensive Strategies |
| 3. Spike / Dunk | 7. Offensive Strategies |
| 4. Block | 8. Rules |
-

Detailed:

1. Serves

- a) Underhand
- b) Overhand Serve

2. Passing

- a) Forearm Pass (Bump)
 - 1. Fist wrap around or cup the fingers and turn the palms upward.
(The position of the fingers is a matter of preference)
 - 2. Keep forearms, wrists, and elbows straight.
 - 3. Use a forward-backward stride with bent knees and waist.
 - 4. Contact ball with forearms, using an upward motion.
 - 5. Extend the body when contacting the ball.
 - 6. Follow through in the direction of the intended flight.
- b) Set Pass
 - 1. Use a forward-backward stride with bent knees.
 - 2. Flex the knees and elbows prior to the hit.
 - 3. Tilt the head back, form a window with the hands above the face, watch ball closely.
 - 4. Hit the ball with the fingertips in an upward and forward direction.
 - 5. Extend the body upward on contact.
 - 6. Follow through in the direction of intended flight.

3. Spike / Dink

4. Hurdles

- a) Stand close to the net
- b) Jump up to meet the ball as the spiker jumps
- c) Keep the fingers tense and straight as they contact the ball
- d) Thrust the arms forward and upward

5. Dig

6. Offensive Strategies

- a) Progress from the bump to the set and to the dunk or spike for an effective offensive pattern
- b) Use the dunk or spike whenever possible since it is the best offensive technique
- c) Pass the ball to the setter in the middle front position so the volleyball can be set to the spiker
- e) Strategically place serves
- f) Designate player as either spikers or setters

8. High Jump

- a) Scoring (points & side-outs)
- b) Lines
- c) Net (height & contacting)
- d) Rotations
- e) Hits (legal vs illegal)
- f) Positioning
- g) Serving

Volleyball Assessment

Date: _____

Class: _____

Player's Name: _____

Rater's Name: _____

Passing:

Knee's bent platform out, hips and shoulders to the target, walks the ball up to the target. Ball played off forearms.

Rating:

Setting:

Uses fingers pads to set the ball, bends knees, elbows bend as the ball comes in and extends as the ball leaves, thumbs are facing the eyebrows before contact, shoulders face the target, ball goes up not out in a straight line, ball goes to the spiker (unless it is the third hit.)

Rating:

Hitting:

Uses the three-step approach, jumps reaches high for the ball, snaps wrist on follow through, hits ball in the court, does not touch the net.

Rating:

Serving:

Steps with the opposite foot from the serving hand, tosses the ball in the air, contacts the ball above the height of the head and slightly out in front of the body, hits with an open hand, follows through, hits the ball into the court.

Rating:

Positioning:

Anticipates where the ball is going and moves to the bal when to hit it, is ready to make the next play.

Rating:

Teamwork:

Plays own position, sets it up for others to hit, and encourages others.

Rating:

Sportsmanship:

Plays by all rules, acknowledges good plays by the opponent, and encourages teammates to do their best.

Rating:

Game Knowledge:

Knows the rules, knows how to keep score, knows the score, can tell a legal hit from an illegal hit, knows the boundaries, knows when to use each skill.

Rating:

Rate the person assigned according to the following rubric (scoring criteria)

(Level 1) Backyard Volleyball Player: can not perform the skill correctly at all.

(Level 2) Physical Education Class Player: performs the skill inconsistently and awkwardly.

(Level 3) Recreational League Player: performs the skill correctly most of the time, but has trouble under pressure.

(Level 4) Tournament Player: performs the skill correctly al l of the time; it is a habit to this person.

Unit:_____

Overview/Rationale:

Essential Questions:

Learning Standards (performance indicators):

Students will...

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>
<u>Day 5</u>	<u>Day 6</u>	<u>Day 7</u>	<u>Day 8</u>
<u>Day 9</u>	<u>Day 10</u>	<u>Day 11</u>	<u>Day 12</u>

(Sample) Assessment:

Resources:

Performance Indicators: Intermediate (6-8)

Standard 1:

- Demonstrate competency in a variety of physical activities (games, sports, and exercise) that provide conditioning for each fitness area.
- Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints.
- Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment.
- Understand the relationship between physical activity and the prevention of illness, disease, and premature death.
- Develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity.
- Develop leadership, problem solving, cooperation, and teamwork by participating in group activities.

Standard 2:

- Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety.
- Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others.
- Work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved.
- Understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits.
- Understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities.

Standard 3:

- Should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available.
- Demonstrate the ability to locate physical activity information, products, and services.
- Know some career options in the field of physical fitness and sports.

Rush-Henrietta Central Schools * Physical Education Lesson Plan

Teacher: _____

Location of learning environment: _____

School: _____ Grade: _____

Safety Considerations: _____

Unit: _____

Equipment needs: _____

Lesson # _____ Date: _____

New York State Learning Standards

1. Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. This is evident when students:

- ☐
- ☐
- ☐

Health Related

Cardiovascular Endurance

- ☐ 0 - 5
- ☐ 6 - 10
- ☐ 11 - 20

Flexibility

- ☐ Upper body
- ☐ Mid-section
- ☐ Lower body

Muscular Strength & Endurance

- ☐ Upper body
- ☐ Mid-section
- ☐ Lower body

Performance Related

- ☐ Balance
- ☐ Coordination
- ☐ Agility
- ☐ Reaction time
- ☐ Speed
- ☐ Power

Psychomotor Outcomes (Skills/Techniques):

2. A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. This is evident when students:

- ☐
- ☐
- ☐

Self Reliance

- ☐ Self control
- ☐ Self expression
- ☐ Self accountability
- ☐ Courage

Social Skills

- ☐ Respect for others
- ☐ Respect for individual differences
- ☐ Communication
- ☐ Collaboration
- ☐ Cooperation / Teamwork
- ☐ Competition
- ☐ Leadership / Followership
- ☐ Trust

Personal Management Skills

- ☐ Safety
- ☐ Decision making
- ☐ Problem Solving
- ☐ Honesty / Fairness
- ☐ Ethics
- ☐ Conflict Resolution
- ☐ Diligence
- ☐ Perseverance
- ☐ Initiative

Affective Outcomes (Social/Emotional Behavior):

3. Resource Management: Students will understand and be able to manage their personal and community resources.

This is evident when students:

- ☐
- ☐

Cognitive Outcomes (Knowledge/Problem Solving):

Lesson:

Time	Instruction	Organization / Formation	Equipment
Introduction			
Lesson			
Closure			

Assessment

Adjustments / Refinements / Comments

Middle School Tasks (6-8)

Standard 1

- Perform motor/movement skills in a variety of structured games and sport activities requiring the integration of skills (e.g., hand or foot dribble while preventing opponent from taking ball).
- Throw objects for accuracy and distance to moving targets, or use a variety of strategies to gain offensive or defensive advantage in a game.
- Self-analyze a skill or strategy in order to improve performance (e.g., adjusting throw using principles of rotation and force application).
- Select a variety of appropriate activities to improve one or more components of health-related fitness based on a fitness assessment.
- Monitor heart rate as a means for determining intensity and duration of activity.
- Demonstrate correct form in various physical activities to prevent injury (e.g., weight training, lifting, and climbing).
- Analyze a partner's performance in a movement task.
- Use video taping to assist in self-assessment of a skill.

Standard 2

- Describe risks and preventive measures associated with being physically active in the extreme heat or cold.
- Analyze facilities and equipment in the gymnasium and fields for possible safety hazards and demonstrate proper use and care of equipment.
- Identify and take precautions to avoid hazards associated with outdoor activities (e.g., proper clothing and equipment for hiking, cycling, cross-country skiing).
- In group challenge activities, take various roles in turn (sometimes leading the team and sometimes supporting the team) in order to accomplish group goals.
- Demonstrate concern for the safety of all others, including opponents, when engaged in competitive activities.
- Demonstrate appropriate player and spectator behavior.
- Show respect to all players regardless of ability, acknowledging the accomplishments of the other players.
- Adhere to the rules and conventions of an activity in order to participate in a worthwhile competitive experience.

Standard 3

- Plan and participate in family and community activities.
- Describe the difference between good-quality equipment and inferior equipment.
- Show an appreciation of and know the value of participation in community/school sponsored sports/fitness programs.
- Describe some career choices in fitness and sports fields, including the required academic training and job responsibilities.
- Identify and be able to select appropriate community resources for fitness/sports opportunities.

Essential Questions Middle School Physical Education

SOCCER

6th Grade

- What are the rules of soccer and how do they add to a safe playing environment?
- What are the individual skills needed to play a game of soccer?
- What fitness / conditioning components are needed for participation in a game of soccer?
-

7th / 8th Grade

- How can you develop team strategies within the rules of the game?
- How can one incorporate individual skills into a team concept?
- What community resources are available for those who wish to continue playing soccer?

FOOTBALL

6th Grade

- What are the rules of football and how do they add to a safe playing environment?
- What are the individual skills needed to play a game of football?

7th / 8th Grade

- How can you develop team / situation strategies into a team concept?
- How can a player incorporate individual skills into a team concept?
- What type of fitness / muscle development is necessary to play football?

ULTIMATE FRISBEE

6th / 7th / 8th Grade

- What are the rules of ultimate Frisbee and how do they add to a safe environment?
- What individual skills are necessary to play?
- What type of Frisbee games are available to play at home and in the community?

SPEEDBALL

6th / 7th / 8th Grade

- What are the rules of speedball and how do they add to a safe playing environment?
- What is the combination of skills from football and soccer necessary to play speedball?

FITNESS & FITNESS TESTING

6th Grade

- What are the types of personal fitness?
- What components comprise an individual fitness plan?

7th / 8th Grade

- What activities are designed to help understand and value physical fitness and its contribution to a healthy lifestyle?
- What community resources are available for lifelong personal fitness?

VOLLEYBALL

6th Grade

- What are the rules of volleyball and how do they add to a safe playing environment?
- What are the individual skills needed to play volleyball?

7th / 8th Grade

- How can you develop team strategies within the rules of the game?
- How can one incorporate individual skills into a team concept?

BASKETBALL

6th Grade

- What are the rules of basketball and how do they add to a safe playing environment?
- What are the individual skills needed to play basketball?
- What are basketball related games that can be played in different environments?

7th / 8th Grade

- How can you develop team strategies within the rules of the game?
- How can one incorporate individual skills into a team concept?
- What opportunities exist within the community to play / observe basketball?

CO-OPERATIVE GAMES

6th / 7th / 8th Games

- What experiences encourage a learning process of working and co-operating with others to achieve a common goal?
- What skills are necessary within a group to achieve a common goal?

FLOOR HOCKEY

6th Grade

- What are the rules of floor hockey and how do they relate to a safe playing environment?
- What are the individual skills needed to play floor hockey?

7th / 8th Grade

- What is the importance of safety in floor hockey?
- How can you develop team strategies within the rules of the game?
- How can one incorporate individual skills into a team concept?

RECREATIONAL GAMES

6th / 7th / 8th Grade

- What elements of a game make it recreational?
- Where does one find opportunities for recreational games?

WRESTLING/SELF DEFENSE

6th / 7th / 8th Grade

- What are the rules of wrestling and how do they add to a safe environment?
- What are the individual skills needed?
- What type of fitness / muscle development is necessary for wrestling?

CROSS COUNTRY SKIING

6th / 7th / 8th Grade

- What type of equipment and environment is necessary to safely participate?
- What techniques are necessary?
- What community resources are available for cross-country skiing (where/equipment)?

ORIENTEERING

6th Grade

- How do you read a compass?
- How do you read a map?

7th / 8th Grade

- How do you incorporate map & compass skills into navigating?
- What types of skills are necessary for group orienteering?

STUNTS/TUMBLING

6th / 7th / 8th Grade

- What are the necessary techniques for safe execution of stunts & tumbling?
- How does tumbling impact my participation in other sports?

SOFTBALL

6th Grade

- What are the rules of softball and how do they add to a safe environment?
- What are the individual skills needed to play the game of softball?

7th / 8th Grade

- How can you develop team strategies within the rules of the game?
- How can one incorporate individual skills into a team concept?
- What community resources are available for those who wish to continue playing softball/baseball?

TRACK & FIELD

6th / 7th / 8th Grade

- What techniques are necessary for safe execution of all events?
- What fitness/conditioning components are needed in the different events of track & field?

GOLF

6th / 7th / 8th Grade

- What are the rules/etiquette necessary to play a round of golf in a safe manner?
- What are the physical & cognitive skills necessary to participate?
- What community resources are available for learning and playing golf?

TENNIS

6th / 7th / 8th Grade

- What are the rules of tennis?
- What individual skills are necessary to play a game of tennis?
- What community resources are available for further participation in tennis?

TEACHER: _____

CLASS/PERIOD: _____

UNIT: _____

DATE: _____

	1. Individual Skill Performance	2. Complex Game Play	3. Personal and Social behavior in physical activity:	4.
Name of Student	Generic skill proficiency in Toss and catch task	Game Stage observed in a game	Hellison Levels observed during skill practice and game play	

Rubrics

1= Pre-control

1= Control of Object

1= Respects others

1=

2= Control

2= Combines skills

2= Participates

2=

3= Utilization

3= Plays off/def

3= Self-directed

3=

4= Proficient

4= Complex game play

4= Caring

4=

1-LEVELS OF SKILL PROFICIENCY (Graham)

1. Proficiency Level:

- Skill has become almost automatic, and performances in a similar context appear almost identical
- Able to focus on extraneous variable – an opponent, an unpredictable object, the flow of travel – and still perform the skill intended
- Movement seems effortless
- Movement can be performed successfully in a variety of planned and unplanned situations
- Appears to modify performance to meet demands of the situation

2. Utilization Level:

- Movement becomes more automatic and can be performed successfully with concentration
- Even when context of task is varied, can still perform movement successfully
- Has developed control of the skill in predictable situations and is beginning to perform successfully in unpredictable situations
- Can execute the skill the same way consistently
- Can use the skill in combination with other skills and still perform it appropriately

3. Control Level:

- Movements appear less haphazard, conform more to intentions
- Movements are more consistent, repetitions are somewhat alike
- Begins to perform the skill correctly more frequently
- Attempts to combine one movement with another, or perform in relation to unpredictable object or persons are usually unsuccessful

4. Pre-control Level:

- Unable to repeat movements in succession, one attempt doesn't look like another
- Uses extraneous movements that are unnecessary for efficiently performing skill
- Seems awkward, doesn't come close to performing skill correctly
- Performances characterized more by surprise than by expectancy
- When practicing with ball, ball seems to control the child

2-GAMES STAGES (Rink)

Stage IV: Modified and full games

- High levels of individual skills have been established
- Basic games strategies have been acquired
- Games are continuous, rules which slow down the continuous flow of the game are eliminated or modified offensive and defensive players become specialized
- Players are added, most skills are used, conduct of the game becomes more complex

Stage III: Offensive and defensive roles

- Focus is removed from the skill action itself, students do not have to devote all their attention to controlling the object, can focus on the use of the skill in offensive and defensive relationship
- Concern is with establishing ways to obtain and maintain possession of objects, such as keep-away games
- Concern is also with knowing how to place the ball offensively in opponent's space and defend one's own space
- Be able to use offensive and defensive strategies in less complex game situations (one-on-one, or two-on-one)
- Complexity is developed very gradually by adding people, boundaries, scoring, and/or rules for the conduct of the activity.

Stage II: Combining skills

- Skills are combined (such as dribbling and passing, or bump-set-spike, or field and throw a ball to a base)
- Skills begin to be used in more complex relationships with others
- Rules are emphasized that limit the way an action can be performed, such as traveling in basketball

Stage I: Control of object

- Able to control object, can direct object to place with intended force consistently
- Can receive object from any level, direction or speed
- Can maintain possession while moving in different ways and at different speeds

3-LEVELS OF PERSONAL AND SOCIAL RESPONSIBILITY (Hellison)

Level 4: Caring

Students at Level 4, in addition to respecting others, participation, and being self-directed are motivated to extend their sense of responsibility beyond themselves by cooperation beyond themselves by cooperation, giving support, showing concern, and helping.

Level 3: Self-Direction

Students at Level 3 not only show respect and participation, but they are also able to work without direct supervision.

They can identify their own needs and begin to plan and carry out their physical education programs.

Level 2: Participation

Students at Level 2 not only show at least minimal respect for others, but they are also willingly play, accept challenges, practice motor skills, and train for fitness under the teacher's supervision.

Level 1: Respect

Students at Level 1 may not participate in the day's activities or show much mastery or improvement, but they are able to control their behavior enough so that they don't interfere with the other students' right to learn or the teachers' right to teach. They do this without much prompting by the teacher and without constant supervision.

Level 0: Irresponsibility

Students who operate at Level Zero make excuses and blame others for their behavior and deny personal behavior of what they do or fail to do

