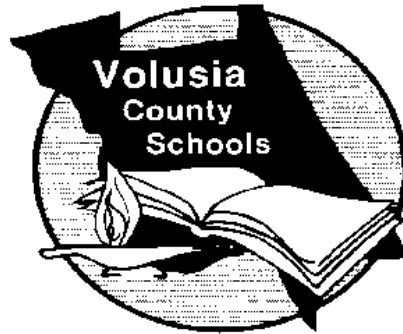


PHYSICAL EDUCATION CURRICULUM MAP 2017-2018

Middle School – Grades 6-8



Course Numbers

1508000 M/J

1508200 M/J

1508500 M/J

1508600 M/J

1508700 M/J

Volusia County Schools Curriculum Map Terminology

Unit/Organizing Principal: The overarching organizational structure used to group content and concepts within the curriculum map

Pacing: The recommended time period within the year for instruction related to the essential questions to occur

Essential Questions: The overarching question(s) that will serve to guide instruction and to push students to higher levels of thinking. Essential questions should guide students to the heart of the big idea or content and should meet the following characteristics:

- A. Endurance: important for the long term
- B. Leverage: applicable to or connected with many academic disciplines or concepts
- C. Readiness for the next level of learning: prepares students for success in the next grade/course
- D. Clarity: provides clear and common understanding
- E. Measurable: able to be assessed

Concepts/Content: A list of the big ideas, broad topics and subtopics, or major underlying concepts covered in the development of the essential questions

Learning Targets/Skills: The content knowledge, processes, and enabling skills that will ensure successful mastery of the essential questions

Benchmarks: The Sunshine State Standards aligned with the learning targets and skills

Key Terminology: The content vocabulary and other key terms and phrases with which students should be familiar and that support mastery of the learning targets, skills and essential questions

Activities and Resources: A suggested listing of high quality, appropriate materials, strategies, lessons, textbooks, videos and other media sources that are aligned with the learning targets, skills and essential questions

Assessment: A list of district-required and optional classroom assessments that are aligned with the learning targets, skills and essential questions. Assessments should include formative assessments to monitor progress and inform instruction as well as summative assessments for grading and reporting purposes.

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

UNIT/ORGANIZING PRINCIPLE:	Physical Fitness	PACING: Throughout the entire school year
ESSENTIAL QUESTIONS:	<ol style="list-style-type: none"> 1. Can you assess the difference between health related and skill-related fitness? 2. Can you identify what each fitness test specifically measures? 3. Can you locate and calculate your pulse (BPM)? 4. Can you calculate your Target Heart Rate (THR) Zone? 5. Can you identify controllable and uncontrollable risk factors? 6. Can you explain the importance of “warm up” and “cool down”? 7. Can you identify and apply the FITT Principle? 8. Can you identify the three principles of training? 9. Can you identify the physical and psychological benefits of being fit? 10. Can you identify muscle groups as they relate to fitness components? 11. Can you measure your Body Mass Index (BMI)? 	

CONCEPTS /CONTENT	LEARNING TARGETS/SKILLS	BENCHMARKS	KEY TERMINOLOGY
Health-Related Components Skill-Related Components Measurement & Analysis Target Heart Rate Risk Factors Warm-Up Cool Down Principles of Training <ul style="list-style-type: none"> • Overload • Progression • Specificity FITT Principle <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type of Exercise Muscle Groups Benefits of Exercise	Explain, demonstrate and apply fitness testing components and what is measured. <ul style="list-style-type: none"> • Sit and Reach • Endurance Run/Walk • Pull-Ups • Curl Ups • Flexed Arm Hang • Right Angle Push Ups • Shuttle Run • Fitness Scoring Analysis Understand and Apply: <ul style="list-style-type: none"> • Health-relate components • Skill-related components • Target Heart Rate Formula • Risk Factors • Warm Up/Cool Down • Principles of Training <ul style="list-style-type: none"> ○ Overload ○ Progression ○ Specificity • “FITT” Principle • Benefits of Exercise • Muscle Groups 	<u>Linked to statement</u> PE.6.M.1.1 PE.6.M.1.11 PE.6.M.1.12 PE.6.M.1.13 PE.6.M.1.3 PE.6.M.1.4 PE.6.M.1.5 PE.6.C.2.1 PE.6.C.2.3 PE.6.C.2.5 PE.6.C.2.6 PE.6.C.2.7 PE.6.C.2.8 PE.6.L.3.2 PE.6.L.4.1 PE.6.L.4.2 PE.6.L.4.3 PE.6.L.4.4 PE.7.M.1.8 PE.7.L.3.2 PE.7.L.4.1 PE.7.L.4.2 PE.7.L.4.3 PE.7.L.4.4 PE.8.M.1.8 PE.8.L.3.2 PE.8.L.4.1 PE.8.L.4.2 PE.8.L.4.3 PE.8.L.4.4	Physical Fitness <u>Health Related Components:</u> Body Composition Cardiovascular Endurance Flexibility Muscular Strength Muscular Endurance <u>Skill Related Components:</u> Agility Balance Coordination Power Reaction Time Speed <u>FITT Formula</u> <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type of Exercise Aerobic Exercise Ballistic Stretch Static Stretch Exercise Prescription Heart Rate Heart Rate Maximum Physical Fitness Target Heart Rate

ESSENTIAL QUESTIONS:

1. Can you assess the difference between health related and skill-related fitness?
2. Can you identify what each fitness test specifically measures?
3. Can you locate and calculate your pulse (BPM)?
4. Can you calculate your Target Heart Rate (THR) Zone?
5. Can you identify controllable and uncontrollable risk factors?
6. Can you explain the importance of “warm up” and “cool down”?
7. Can you identify and apply the FITT Principle?
8. Can you identify the three principles of training?
9. Can you identify the physical and psychological benefits of being fit?
10. Can you identify muscle groups as they relate to fitness components?
11. Can you measure your Body Mass Index (BMI)?

Activities and Resources

- Analyze Fitness Scores Using Charts and Graphs.
- Pre-Post Fitness Based Assessments
- Pre-Post Knowledge Based Assessments
- Set Personal Goals
-

Assessment

- Teacher checklist
- Student checklist
- Student log
- Student journal
- Cognitive assessments
- President’s Challenge
- Physical Best-FITNESSGRAM

Exemplar Lessons

- Downloadable lessons
- Rubrics
- Student papers

Links to Educational websites

www.pecentral.org
www.pelinks4u.org
www.presidentschallenge.org/home_kids.aspx
www.connectwithkids.com
www.connectwithkids.com/YEAH!
www.fitness.gov
www.naspe.org
www.aahperd.org
www.humankinetics.com

Suggested Resources

Claudine Sherrill, Adapted Physical Activity, Recreation, Sport (1993)
Kendall Hunt; Moving with Skill, Moving with Confidence, Moving with Team, (2002)
Debbie Mitchell, Fitness Zone, McGraw Hill-Glencoe, 2007
FITNESSGRAM/ACTIVITYGRAM
NASPE, Physical Best Activity Guide
Summerford, Cathie, PE 4 Me
The President's Challenge

District Benchmark

- Tied to essential questions
- Data collected through Scantron
- Defined testing window

Suggested Assessments

- President's Challenge
- FITNESSGRAM
- Physical Best

Interventions

- Extended time, gradual increase in frequency, intensity and time.
- Alternative assignment.

Enrichment

- Running Clubs
- Aerobic Clubs
- Weightlifting Clubs
- Girls on the Run- Community Based Recreation Activities

MIDDLE SCHOOL PHYSICAL EDUCATION CURRICULUM MAP (6-8)

UNIT/ORGANIZING PRINCIPLE:	Nutrition /Essentials for Physical Fitness	PACING: Throughout the entire school year.	
ESSENTIAL QUESTIONS:	<ol style="list-style-type: none"> 1. How do nutrients help the body? 2. What is a serving size? 3. Can you name some foods based on their category? 4. How many calories in a pound? 5. If a 100 pound person burns 500 calories in an hour, how many hours will it take to burn one pound? 		
CONCEPTS/CONTENT	LEARNING TARGETS/SKILLS	BENCHMARKS	KEY TERMINOLOGY
Nutrition and Health Balance Caloric Intake and Expenditure Food Pyramid Nutrient Source Food Label Balanced Diet Healthy Meals/Snacks Wellness Portion Control Serving Size	Explain, understand, and apply: <ul style="list-style-type: none"> • Different food groups • Calories as they relate to moderate and vigorous activities • Nutrient source of various foods • Good and bad fats • Good and bad carbohydrates • Relationship between nutrition and health • Relationship between healthy, regular meals, healthy snacks and wellness vs. junk food/empty calories • Portion control and caloric expenditure 		Nutrition Balance Caloric Intake Caloric Expenditure Food Label Fats Protein Carbohydrates Portion Control Obesity Body Composition Bone Density Wellness

**ESSENTIAL
QUESTIONS:**

1. How do nutrients help the body?
2. What is a serving size?
3. Can you name some foods based on their category?
4. How many calories in a pound?
5. If a 100 pound person burns 500 calories in an hour, how many hours will it take to burn one pound?

Activities and Resources

- Analysis old pyramid vs. new pyramid
- Math question(s) for calorie intake and expenditure
- Read food labels
- Name foods in each food group

Assessment

- Journal
- Teacher/Student Discussion
- Self-Assessment

**Links to Educational
websites**

www.mypyramid.gov

[v](#)

www.smartspot.com

www.fitness.gov

<https://school.discoveryeducation.com/balancefirst>

www.healthispower.net

www.americaonthemove.org

www.usda.gov

www.usda.gov/myplateplan

www.connectwithkids.com/YEAH!

Suggested Resources

Kendall Hunt, Moving with Skill, Moving with Confidence, Moving with Team

Glencoe Teen Health, 2007

Interventions

- Extended Time
- Alternative Assignment

Enrichment

- Community Based Recreational Activities

MIDDLE SCHOOL PHYSICAL EDUCATION CURRICULUM MAP (6-8)

<p>UNIT/ORGANIZING PRINCIPLE:</p>	<p align="center">Motor Skills Development (TEAM SPORTS)</p>	<p>PACING: Throughout the entire school year.</p>
<p>ESSENTIAL QUESTIONS:</p>	<ol style="list-style-type: none"> 1. Can you perform the proper throwing and catching techniques while stationary and/ or moving? 2. Can you demonstrate how to position your body when catching different types of objects at different speeds? 3. Can you describe the proper steps in throwing a ball? 4. Can you strike various objects with different body parts while stationary and/ or moving? 5. Can you demonstrate appropriate striking skills with objects of different shape, size, texture, and weight? 6. How do you produce speed, accuracy, and leverage when striking objects with objects? 	

CONCEPTS/CONTENT	LEARNING TARGETS/SKILLS	BENCHMARKS	KEY TERMINOLOGY
Throwing Catching Striking Objects with Body Parts Striking Objects with Objects	<ul style="list-style-type: none"> • THROWING AND CATCHING while demonstrating mechanical principles of balance, force, leverage and motion, (i.e. cross- lateral, step and point opposite foot, lead with the elbow, rotate hips and follow thru midline, absorb force, and track objects.) • STRIKING OBJECTS WITH BODY PARTS such as hands, feet, arms, head, chest, legs. • STRIKING OBJECTS WITH AN OBJECT by using overhand, sidearm or underhand throwing patterns, tracking, swinging, connecting, and follow through. • Skill assessment of accuracy, distance, proper use of force, leverage, speed, and timing as related to specific activities. 	<p><u>Linked to statement</u></p> <p>PE.6.M.1.2 PE.6.L.3.1 PE.7.M.1.1 PE.7.M.1.2 PE.7.M.1.3 PE.7.M.1.6 PE.7.M.1.7 PE.7.M.1.9 PE.7.C.2.1 PE.7.C.2.3 PE.7.C.2.6 PE.7.C.2.7 PE.7.C.2.8 PE.7.C.2.9 PE.7.L.3.1 PE.7.L.3.3 PE.8.C.2.5 PE.8.C.2.6 PE.8.C.2.7 PE.8.C.2.8 PE.8.L.3.1</p>	Cross-lateral Bi- lateral Midline Overhand Underhand Sidearm Balance Force Leverage Motion Velocity Tracking Accuracy Distance Follow-Through Dominant Hand Non-Dominant Hand Alignment Focus Positioning Trajectory Transferring weight

ESSENTIAL QUESTIONS:

1. Can you perform the proper throwing and catching techniques while stationary and/or moving?
2. Can you demonstrate how to position your body when catching different types of objects at different speeds?
3. Can you describe the proper steps in throwing a ball?
4. Can you strike various objects with different body parts while stationary and/or moving?
5. Can you demonstrate appropriate striking skills with objects of different shape, size, texture, and weight?
6. How do you produce speed, accuracy, and leverage when striking objects with objects?

Activities

- Throwing and catching objects of different trajectory, sizes, shapes, textures, and weight.
- Striking objects with body parts such as spiking, dribbling, tapping, volleying, setting, bouncing, kicking, punting, trapping, etc.
- Striking objects with objects such as a bat, stick, racket, paddle, or club.

Assessment

- Teacher Observation
- Teacher Checklist
- Teacher/Student Discussion
- Authentic Assessment (Actual Performance)
- Self Assessment
- Peer Assessment
- Cognitive Assessment

Exemplar Lessons

- Downloadable lessons
- Rubrics
- Student papers

Links to Educational

websites www.pecentral.org
www.pelinks4u.org
www.naspe.org
www.humankinetics.com

Suggested Resources

Kendall Hunt, Moving with Skill, Moving with Confidence, Moving with Team, 2002

Graham, Holt/Hale, Parker, Children Moving(2004)

Holt/Hall, On the Move(2004)

NASPE, Physical Best Activity Guide (Edition 1 & 2)

Debbie Mitchell, Fitness Zone, McGraw Hill-Glencoe, 2007

Claudine Sherrill, Adapted Physical Activity, Recreation, Sport (1993)

Interventions

- Extended time
- Alternate assignment

Enrichment

- Community based recreation activities

District Benchmark

- Tied to essential questions
- Data collected through Scantron
- Defined testing window

Suggested Assessments

NASPE - Assessment Strategies: K-12 Physical Education (2007) Packet
Performance Based Assessment for Middle and High School Physical Education (2002)

MIDDLE SCHOOL PHYSICAL EDUCATION CURRICULUM MAP (6-8)

UNIT/ORGANIZING PRINCIPLE:	Rhythmic Movement			PACING: Throughout the entire school year.
ESSENTIAL QUESTIONS:	<ol style="list-style-type: none"> 1. Can you demonstrate slow and fast movements keeping rhythm to the beat at various tempos? 2. What is tempo? Beat? Rhythm? 3. Can you demonstrate movements through space with others or by yourself? 4. Can you demonstrate the proper force in relation to the beat? 5. Can you describe the different types of force used in rhythmic activities? 			
CONCEPTS/CONTENT	LEARNING TARGETS/SKILLS	BENCHMARKS	KEY TERMINOLOGY	
Slow/Fast Beat Rhythmical Beat Tempo Change of Force Dance Sequence Rhythmic Movement in relation to sports activity Commands as they relate to skills	Explain, Demonstrate and Apply: <ul style="list-style-type: none"> • The ability to move to a slow or fast beat and a rhythmic beat. • The ability to perform sequential patterns independently or in a group. • The ability to respond to commands and perform them correctly when called. • Work cooperatively within a group to perform various rhythmic movements. • Combine various locomotor and non-locomotor skills to a beat. 	<p align="center"><u>Linked to statement</u></p> PE.6.M.1.10 PE.6.M.1.6 PE.6.M.1.7 PE.6.M.1.8 PE.6.M.1.9 PE.6.C.2.14 PE.6.C.2.15 PE.6.C.2.16 PE.6.C.2.17 PE.6.C.2.18 PE.6.C.2.19 PE.6.C.2.20 PE.6.L.3.3	Beat Rhythm Tempo Flow Force Patterns Cooperation Accent	

**ESSENTIAL
QUESTIONS:**

1. Can you demonstrate slow and fast movements keeping rhythm to the beat at various tempos?
2. What is tempo? Beat? Rhythm?
3. Can you demonstrate movements through space with others or by yourself?
4. Can you demonstrate the proper force in relation to the beat?
5. Can you describe the different types of force used in rhythmic activities?

Activities and Resources

- Modified/Lead-Up activities relating to individual, dual, and team sports (i.e. jump rope, tinikling, aerobics, gymnastics, and line/partner dancing).

Assessment

- Teacher Observation
- Teacher Checklist
- Teacher/Student Discussion
- Authentic Assessment
- Self Assessment
- Peer Assessment
- Cognitive Assessment

**Exemplar
Lessons**

- Downloadable lessons
- Rubrics
- Student papers

**District
Benchmark**

- Tied to essential questions
- Data collected through Scantron
- Defined testing window

Links to Educational websites

www.pecentral.org
www.pelinks4u.org
www.naspe.org
www.aahperd.org
www.humankinetics.com

Suggested Resources

Kendall Hunt- Moving with Skill; Moving with Confidence; Moving with Team (2002)
Graham, Holt/Hale, Parker, Children Moving (2007)
Holt/Hall, On the Move (2007)
NASPE, Physical Best Activity Guide (Editions 1&2)
Debbie Mitchell, Fitness Zone, McGraw Hill-Glencoe, 2007
Claudine Sherrill, Adapted Physical Activity, Recreation, Sport (1993)
Mitchell, Olson, Griffin, Teaching Sport Concepts and Skills, A Tactical Games Approach(2006)

Interventions

- Extended Time
- Alternative Assignment

Enrichment

- Community Based Recreational Activities

Suggested Assessments

Assessment Strategies: K-12 Physical Education (2007)
Performance Based Assessment: Middle and High School Physical Education (2002)

MIDDLE SCHOOL PHYSICAL EDUCATION CURRICULUM MAP (6-8)

UNIT/ORGANIZING PRINCIPLE:	<i>Individual/Dual Sports</i>		PACING: Throughout the entire school year.
ESSENTIAL QUESTIONS:	<ol style="list-style-type: none"> 1. How do you react to different strategies? (i.e. fake, change of speed, change of direction.) 2. Can you adjust your positioning to your opponent's strategy? 3. Can you move quickly to your opponent's body clues? 4. Can you assess the difference between offense and defense? 5. Can you successfully communicate with your teammates when applying a team strategy? 6. What are the advantages and disadvantages of cooperation and competition? 		
CONCEPTS/CONTENT	LEARNING TARGETS/SKILLS	BENCHMARKS	KEY TERMINOLOGY
Individual Dual and Team Strategies Offensive and Defensive Strategies Ball Positioning Ball Control Creating and Defending Open Space	<ul style="list-style-type: none"> • Explain, demonstrate and apply how each strategy is used for the activity you are teaching (i.e. demonstrate how to flee or chase another person, body positioning or footwork, and different fakes). 	<p><u>Linked to statement</u></p> <p><i>PE.7.M.1.4</i></p> <p><i>PE.7.M.1.5</i></p> <p><i>PE.7.C.2.2</i></p> <p><i>PE.7.C.2.4</i></p> <p><i>PE.7.C.2.5</i></p> <p><i>PE.8.M.1.1</i></p> <p><i>PE.8.M.1.2</i></p> <p><i>PE.8.M.1.3</i></p> <p><i>PE.8.M.1.4</i></p> <p><i>PE.8.M.1.5</i></p> <p><i>PE.8.M.1.6</i></p> <p><i>PE.8.M.1.7</i></p> <p><i>PE.8.C.2.1</i></p> <p><i>PE.8.C.2.2</i></p> <p><i>PE.8.C.2.3</i></p> <p><i>PE.8.C.2.4</i></p> <p><i>PE.8.L.3.3</i></p>	Strategy Tactical Approach Offense Defense Chasing Fleeing Dodging Jumping Landing Balancing Turning Twisting

ESSENTIAL QUESTIONS:

1. How do you react to different strategies? (i.e., fake, change of speed, change of direction.)
2. Can you adjust your positioning to your opponent's strategy?
3. Can you move quickly to your opponent's body clues?
4. Can you assess the difference between offense and defense?
5. Can you successfully communicate with your teammates when applying a team strategy?
6. What are the advantages and disadvantages of cooperation and competition?

Activities and Resources

- Modified / Lead –Up activities relating to individual, dual, and team sports.

Assessment

- Teacher Observation
- Teacher Checklist
- Teacher/Student Discussion
- Authentic Assessment
- Peer Assessment
- Cognitive Assessment

Exemplar Lessons

- Downloadable lessons
- Rubrics
- Student papers

Links to Educational websites

www.pecentral.org
www.pelinks4u.org
www.naspe.org
www.aahperd.org
www.humankinetics.com

Suggested Resources

Kendall Hunt- Moving with Skill; Moving with Confidence; Moving with Team (2002)
Graham, Holt/Hale, Parker, Children Moving (2007) Holt/Hall, On the Move (2007)
NASPE, Physical Best Activity Guide (Editions 1&2)
Debbie Mitchell, Fitness Zone, McGraw Hill-Glencoe, 2007
Claudine Sherrill, Adapted Physical Activity, Recreation, Sport (1993)
Mitchell, Olson, Griffin, Teaching Sport Concepts and Skills, A Tactical Games Approach(2006)

Interventions

- Extended Time
- Alternative Assignment

Enrichment

Community Based Recreational Activities

District Benchmark

- Tied to essential questions
- Data collected through Scantron
- Defined testing window

Suggested Assessments

Assessment Strategies: K-12 Physical Education (2007)
Performance Based Assessment: Middle and High School Physical Education (2002)

MIDDLE SCHOOL PHYSICAL EDUCATION CURRICULUM MAP (6-8)

UNIT/ORGANIZING PRINCIPLE:	Social Skill Development (Cooperative Games/Team Building)	PACING: Throughout the entire school year.	
ESSENTIAL QUESTIONS:	<ol style="list-style-type: none"> 1. Why is it important for you to know and follow the rules? 2. Why are the social aspects of competition important? 3. Why is it important to maintain self-control? 4. Why is it important to conduct yourself according to a sense of what is right and wrong? 5. What is good sportsmanship? As a spectator? As a participant? 6. Why is it important to work together for a common goal or purpose? 		
CONCEPTS/CONTENT	LEARNING TARGETS/SKILLS	BENCHMARKS	KEY TERMINOLOGY
Fair Play Cooperation Sportsmanship Consideration Respects Differences Self- Directed Integrity	Explain, Understand, and Apply: <ul style="list-style-type: none"> • Respecting the rights and feelings of others • Self-direction (staying on task) • Rules, etiquette, and safety as they apply to various activities • Fair play and good sportsmanship (cooperation, sharing, and interaction with others) • Leadership, responsible behavior and proper control over conflict • Keep rules simple! No put downs! Be safe, Be smart! Be fair! 	<u>Linked to statement</u> PE.6.R.5.1 PE.6.R.5.2 PE.6.R.5.3 PE.6.R.5.4 PE.6.R.5.5 PE.7.R.5.1 PE.7.R.5.2 PE.7.R.5.3 PE.7.R.5.4 PE.7.R.5.5 PE.7.R.6.3 PE.8.R.5.1 PE.8.R.5.2 PE.8.R.5.3 PE.8.R.5.4 PE.8.R.5.5 PE.8.R.6.3	Cooperation Teamwork Fair Play Sportsmanship Leadership Compliance Etiquette Respect Inclusion Goals Integrity Patience Perseverance

<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. Why is it important for you to know and follow the rules? 2. Why are the social aspects of competition important? 3. Why is it important to maintain self-control? 4. Why is it important to conduct yourself according to a sense of what is right and wrong? 5. What is good sportsmanship? As a spectator? As a participant? 6. Why is it important to work together for a common goal or purpose? 	
<p style="text-align: center;">Activities and Resources</p> <ul style="list-style-type: none"> • Role play possible unsafe/safe and disruptive/appropriate behaviors. • Conflict resolution strategies. • Discuss safety concerns and rules as they apply to each activity. • Discuss sportsmanship and teamwork concepts regularly. • Self direction as it relates to participation. (Always do your best!) 	<p style="text-align: center;">Assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist • Teacher/student discussion • Authentic assessment • Self assessment • Peer assessment • Cognitive assessment
<p style="text-align: center;"><u>Exemplar Lessons</u></p> <ul style="list-style-type: none"> • Downloadable lessons • Rubrics • Student papers 	<p style="text-align: center;"><u>District Benchmark</u></p> <ul style="list-style-type: none"> • Tied to essential questions • Data collected through Scantron • Defined testing window

Links to Educational websites

www.pecentral.org
www.pelinks4u.org
www.naspe.org
www.aahperd.org
www.humankinetics.com

Suggested Resources

Kendall Hunt- Moving with Skill; Moving with Confidence; Moving with Team (2002)
Graham, Holt/Hale, Parker, Children Moving (2007) Holt/Hall, On the Move (2007)
NASPE, Physical Best Activity Guide (Editions 1&2)
Debbie Mitchell, Fitness Zone, McGraw Hill-Glencoe, 2007
Claudine Sherrill, Adapted Physical Activity, Recreation, Sport (1993)
Mitchell, Olson, Griffin, Teaching Sport Concepts and Skills, A Tactical Games Approach(2006)
Jean Blaydes-Madigan, Thinking on Your Feet(2004)

Interventions

- Extended Time
- Alternative Assignment

Enrichment

- Community Based Recreational Activities

Suggested Assessments

Assessment Strategies: K-12 Physical Education (2007)
Performance Based Assessment: Middle and High School Physical Education (2002)

MIDDLE SCHOOL PHYSICAL EDUCATION CURRICULUM MAP (6-8)

UNIT/ORGANIZING PRINCIPLE:	Wellness	PACING: Throughout the entire School year.
ESSENTIAL QUESTIONS:	<ol style="list-style-type: none">1. Why is good hygiene crucial for the prevention of disease and illness?2. Why are frequent water breaks important during exercise?3. What is proper attire as it relates to different climate changes?4. Why is it important to protect yourself from ultraviolet rays?5. What are proper warm- up, condition, and cool-down techniques and the reasons for using them?6. What are negative effects of performance-enhancing substances?7. What are the 5 components of health related fitness?8. Can you identify different coping techniques that promote stress management?9. What are the long term benefits of regular physical activity?	

			<p>Humidity</p> <p>UV Rays Warm-up Cool-down Conditioning Energy drink Steroids</p>
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ESSENTIAL QUESTIONS:

1. Why are frequent water breaks important during exercise?
2. What is proper attire as it relates to different climate changes?
3. Why is it important to protect yourself from ultraviolet rays? Outdoors?
4. What are the proper warm-up, condition, and cool-down techniques and the reasons for using them?
5. What are the negative effects of performance-enhancing substances?
6. What are the 5 components of health related fitness?
7. Can you identify different coping techniques that promote stress management?
8. What are the long term benefits of regular physical activity?

Activities and Resources

- Volusia County “Dress Out” Policy
- Each physical education department should establish with their staff and students a school-wide “dress-out” policy, physical education uniform or change of clothing, discipline procedures, and expectations in order to provide consistency and success for all students enrolled in physical education.
- Discuss safety concerns and rules as they apply to each activity
- Discuss performance enhancing drugs/energy drinks (alcohol, caffeine, sugar content).

Assessment

- Teacher checklist/observation
- Student checklist
- Student log
- Student journal
- Cognitive assessments

Exemplar Lessons

- Downloadable lessons
- Rubrics
- Student papers

Links to Educational websites

www.pecentral.org
www.pelinks4u.org
www.presidentschallenge.org
www.naspe.org
www.aahperd.org
www.humankinetics.com

Suggested Resources

Volusia County Physical Education “Dress Out” Policy
Kendall Hunt-Moving with Skill, Moving with Confidence, Moving with Team
Glencoe-Teen Health
Summerford, Cathie, “PE4Me”

Interventions

- Extended time
- Alternate assignment

Enrichment

- Community based recreation activities

District Benchmark

- Tied to essential questions
- Data collected through Scantron
- Defined testing window

Suggested Assessments

Physical Education Policy/Procedure

Middle School PE Curriculum Map Resources

1. Weinberg, Herman, Ed. D. J. Monti, William; Spindt, Gary Berg; Hennessy, Betty, Ph.D.; Holyoak, Christine “ The Kendall/Hunt Essentials of Physical Education Program: Moving with Confidence; Moving with Skill; Moving as a Team”; 2 edition; Kendall/Hunt Publishing Co., 2002, 1993
2. Bronson, Mary H., Ph.D; Cleary, Michael J. Ed.D.C.H.E.S. “Teen Health”; McGraw Hill Glencoe, 2007
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