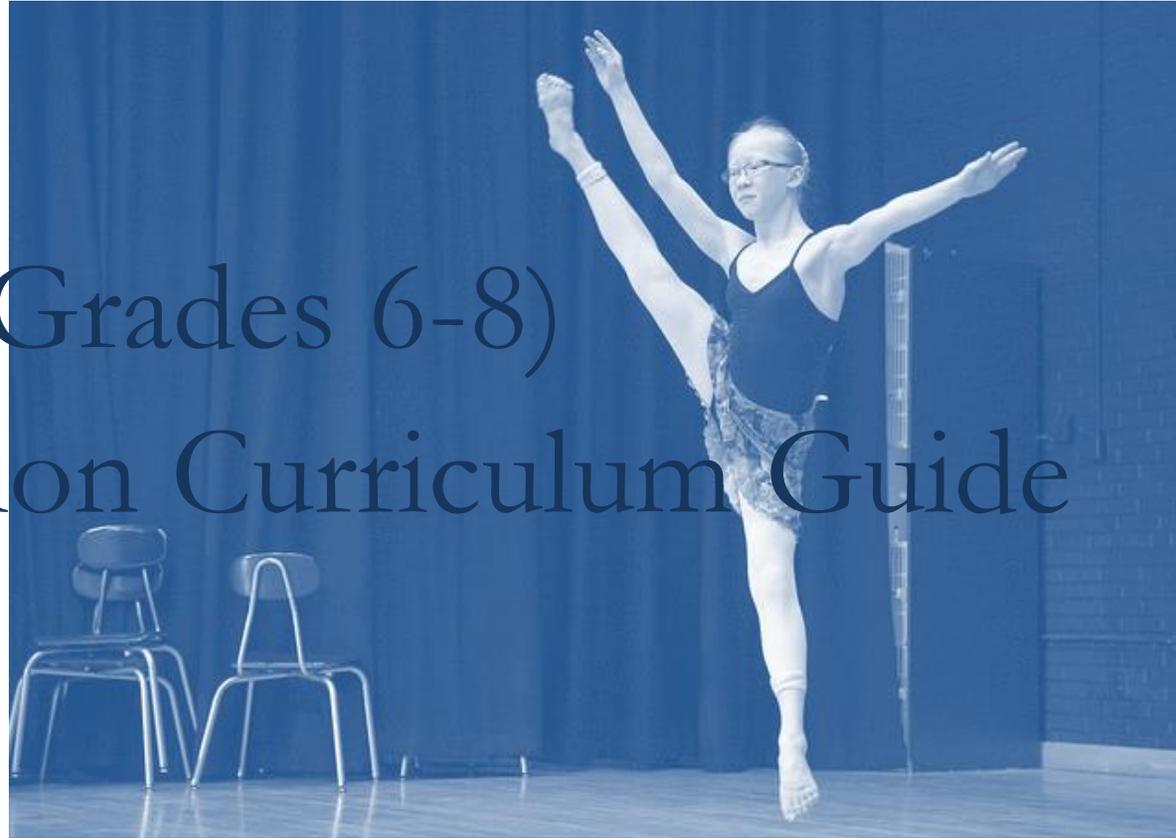




Think. Learn. **Grow.**

Middle School (Grades 6-8) Physical Education Curriculum Guide

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Middle School Physical Education Curriculum Guide

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Foreword

Curriculum in this document is based on the National PE Standards published in the spring of 2013. It has been developed by physical educators and curriculum specialists in the Des Moines Public Schools. The objectives in this curriculum guide are the minimum requirements in physical education that set rigorous, relevant, clear, and measurable learning targets and expectations for what teachers should teach and students should learn. Schools and educators are continuously encouraged to go beyond these targets to better serve the needs of all students in physical education.

Physical Education Program Mission Statement

The Des Moines Public School District's Physical Education Program enhances each student's total wellness through intellectual, social, emotional, physical, and spiritual development.

THE GOAL

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a **physically literate individual**:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

THE STANDARDS

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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Middle School Physical Education Curriculum Guide

How to use this document:

This curriculum guide is *not...*

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines which learning goals are **most essential** for student learning; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals, and extend your students' learning beyond them.

The curriculum guide is a planning tool; assessed learning topics are provided, but **as the instructional leader of your classroom, you determine the scope and sequence in which you will introduce the prioritized learning goals.** You are encouraged to create your own sub-units of study within each topic as a starting point. Within this document you will find a foundational structure for planning instruction in the physical education classroom which can be supplemented with unlimited materials from any number of sources, including but not limited to district texts.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop. As part of this logic model.

- **Des Moines Public Schools K-12 Student Learning Objectives in Physical Education**

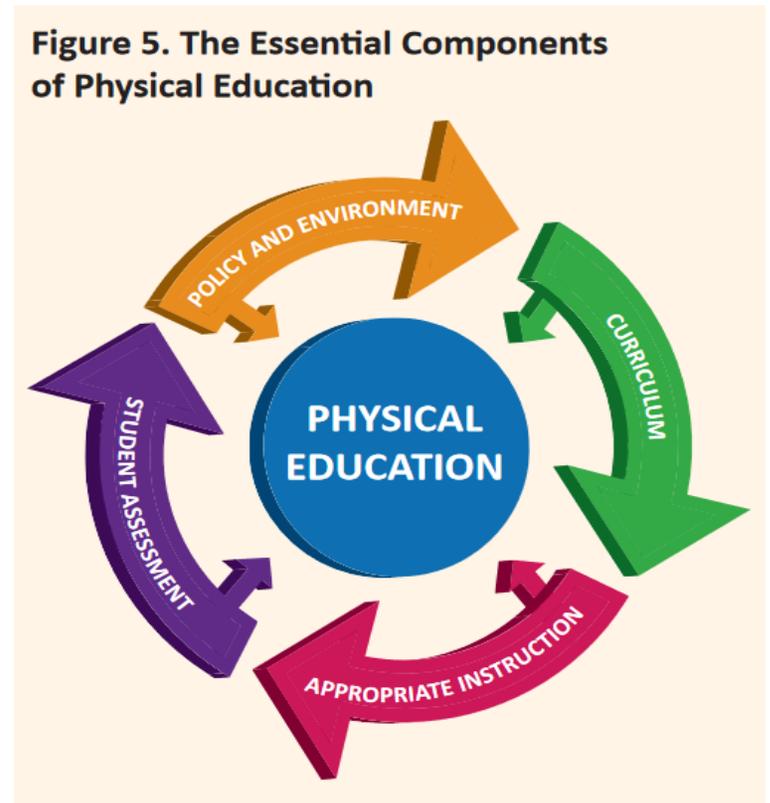
- Measureable, long-term academic growth targets
- Developmentally appropriate activities which assess learning growth for all students
- Pre and Post assessment growth of learning
- Year-long learning goals using grade level targets to work towards the learning goal

- **Effective Components of a well-designed Physical Education Classroom**

- Meets the needs of all students
- Keeps students active for most of physical education class time (minimum 50 instruction/50 movement)
- Teaches self-management
- Emphasizes knowledge and skills for a lifetime of physical activity
- Is an enjoyable experience for all students

- **The Essential Components of Physical Education** (Figure 5)

- Policy and Environment
- Curriculum
- Appropriate Instruction
- Student Assessment



Standards-Referenced Grading Basics

The teacher designs instructional activities and assessments that grow and measure a student’s skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called learning targets. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

Physical Education Department

Health Related-Fitness and Wellness-6th-7th Grade

Learning Targets and Activities	
4	<ul style="list-style-type: none"> Investigate and defend a decision/p... to continue a fitness workout plan outside of the school day.
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Describes and demonstrates the difference between dynamic and static stretching (S3.M9.7) 3B- Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. (S3.M11.7) 3C- Performs strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise (S3.M18.7)
2	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 2A- Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance (S3.M10.6) 2B- Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility.) (S3.M11.6) 2C- Identifies positive and negative results of stress and appropriate ways of dealing with each (S3.M18.7) 2D- Vocabulary such as: aerobic, anaerobic, muscular strength, muscular endurance, overload principle (FITT), frequency, intensity, type, and time

The **Learning Topic** is located at the top of the scale.

The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 2, Level 3, and Level 4	4.0
Demonstrate all learning targets from Level 2 and Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 2 and Level 3	3.0
Demonstrate all Level 2 learning targets and some of the Level 3 learning targets	2.5
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	2.0
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	1.5
Demonstrate none of the learning targets from Level 2 or Level 3	1.0
Produce no evidence appropriate to the learning targets at any level	0
<i>*Students who demonstrate success at Level 3 learning targets but not Level 2 learning targets are the students for whom additional investigation and multiple opportunities are most vital.</i>	

When the time comes to identify the Topic Score for a topic, the teacher looks at all of the pieces of the Body of Evidence for that topic. The table to the right describes what Topic Score a student receives based on what the Body of Evidence shows. The scores listed on this table are the only valid scores that may be entered into the Topic Score assignment in a grade book.

- **Learning Topics for Middle School**

- Skills and Knowledge
- Engagement
- Fitness
- Personal and Social Behavior

Learning goals for all curricular areas are organized by overarching concepts called *topics*. Within those topics live a learning goal. All learning goals for physical education are guided by the 2014 National Society of Health and Physical Education (SHAPE) standards and assessed on the provided reporting scales or checklists. The outline below serves to define the various elements of the curriculum structure.

- **Learning Topic – The Overarching Concept**

- Definition of the topic.
 - **National Standards for K-12 Physical Education:** *provide a framework for producing physically literate individuals, setting students on the road to enjoying a lifetime of healthful physical activity. (S1, S2, S3, S4, or S5)*
 - **Grade level outcomes:** *provide a scope and sequence of skills and knowledge predicated on teaching a variety of activities to achieve learning for all students. (6th through 8th grade)*
 - *Teachers should not view outcomes as discrete tasks taught in isolation but rather as a coordinated process that allows students to apply knowledge and skills across standards.*
 - **Grade level element:** *Each outcome has been assigned a number but do not necessarily reflect any particular priority. (S2.M1.6 meaning- Standard 2, Middle School Outcome 1, Grade 6)*

DMPS Grading Scale

- Evidence of student learning is assessed on a four-point scale, common throughout the district. Scales are designed to measure each learning topic. The generalized scale, with student-friendly language included, is below.

SCALE SCORE	ACADEMIC DESCRIPTOR	STUDENT-FRIENDLY DESCRIPTOR
4	Exceeding Standard	I have demonstrated deep understanding that goes beyond the learning goal
3	Meeting Standard	I have met the learning goal
2	Developing Toward Standard	I have the foundational skills and knowledge for the learning goal and I am almost there
1	Insufficient Progress	The evidence I have submitted shows I have a long way to go to reach the learning goal
0/M	No evidence of student understanding in submitted work OR Missing – student has not submitted evidence	I have not submitted evidence of learning for the learning goal

*For more information on district assessment and grading practices, please refer to the Grading Practices website <http://grading.dmschools.org/teacher-resources.html>

- Learning Topic – Skills and Knowledge**

- The middle school outcomes align with characteristics of application stage in motor development, which coincides with the onset of puberty and many physical and intellectual changes. (Gallahue et al., 2012). Middle School students are ready to become more sophisticated game players, which is reflected by the emphasis on tactics and strategies.
- National Standards alignments: *focus is on emerging fundamental motor and knowledge skills, with increases in efficiency and increasingly consistent motor patterns leading to skilled motor performance in a variety of contexts.*
- Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- **Vertical Sequence-Goals at a Glance for Skills and Knowledge**

- The student will demonstrate they have developed the ability to:

6 th -7 th	8 th
<ul style="list-style-type: none"> ○ Generates positive strategies, such as offering suggestions, assistance leading, following others and providing possible solutions when faced with a group challenge. 	<ul style="list-style-type: none"> ○ Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual or groups challenges.
<ul style="list-style-type: none"> ○ Describes and demonstrates the difference between dynamic and static stretching (S3.M9.7) ○ Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. (S3.M11.7) ○ Performs strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise (S3.M18.7) 	<ul style="list-style-type: none"> ○ Describes and demonstrates the difference between dynamic and static stretching (S3.M9.7) ○ Uses the overload principle (FITT formula) in preparing a personal workout. (S3.M9.8) ○ Designs and implements a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.8) ○ Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M17.8)
<ul style="list-style-type: none"> ○ Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, or pickle ball. (S1.M12.7) ○ Strikes with a mature overhand pattern in a <u>dynamic</u> environment for net/wall games such as volleyball, handball, badminton, or tennis. (S1.M13.7) 	<ul style="list-style-type: none"> ○ Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, or pickleball. (S1.M12.8) ○ Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis. (S1.M13.8)
<ul style="list-style-type: none"> ○ Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (S1.M8.7) ○ Dribbles with an implement with control, combined with passing in a variety of practice tasks. (S1.M9.7) 	<ul style="list-style-type: none"> ○ Dribbles with dominant and nondominant hand using a change of speed and direction in small-sided game play. (S1.M8.8) ○ Dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)
<ul style="list-style-type: none"> ○ Strikes, with an implement, a stationary object for accuracy <u>and</u> distance in activities such as (but not limited to): hockey, field hockey, croquet, shuffleboard, or golf. (S1.M19.7) 	<ul style="list-style-type: none"> ○ Strikes, with an implement, a stationary object for accuracy <u>and</u> power in activities such as (but not limited to): croquet, shuffleboard, or golf. (S1.M19.8)
<ul style="list-style-type: none"> ○ Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. 	<ul style="list-style-type: none"> ○ Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.

<ul style="list-style-type: none"> ○ Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. 	<ul style="list-style-type: none"> ○ Catches using an implement in a dynamic environment or modified game play.
<ul style="list-style-type: none"> ○ Create and perform correct rhythm and pattern for a different dance form from among folk, social, creative, line, and world dance. (S1.M1.7) examples may include but not limited to: (Cupid Shuffle, Electric Slide, Tush-push) 	<ul style="list-style-type: none"> ○ Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group
<ul style="list-style-type: none"> ○ Executes consistently (at least 70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes. (S1.M18.7) 	<ul style="list-style-type: none"> ○ Demonstrate consistently (70% of the time) a mature underhand roll/throw with accuracy and control for one target game such as bowling or bocce.
<ul style="list-style-type: none"> ○ Identifies and responds to certain behaviors that warrants an aquatic emergency. ○ Classifies personal floatation devices for aquatic emergencies. 	<ul style="list-style-type: none"> ○ Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual or groups challenges regarding aquatic emergencies ○ Assesses and responds to certain behaviors that warrants an aquatic emergency. ○ Classifies and identify next steps/procedures for self-rescues and aquatic emergencies.

The 12th Annual Iowa Chinese New Year Celebrations were co-hosted by Merrill Middle School and the Chinese Association of Iowa



- **Learning Topic – Engagement (6-8)**

- Recognizing the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
 - National Standards alignments: *emphasis is the outcome of designing and implementing a program to improve levels of health-related fitness and the knowledge of the five components and their connection to physical and mental health from Standard 5.*
 - **Standard 3 & Standard 5:**
 - **Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**
 - **Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**



*Weeks Middle School
presented with Healthier
US Gold School
Challenge Award

-Angel Smyth*

• Vertical Sequence-Engagement

- The student will demonstrate they have the ability to:

4-5	6-8
<ul style="list-style-type: none"> ○ Actively engage in the activities of physical education class, both teacher directed and independent (S3.E2.4) ○ Express (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (S5.E2.5) ○ Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (S5.E3.5) 	<ul style="list-style-type: none"> ○ Identifies and defends different types of physical activities and describes how each exerts a positive impact on health (via written essay, visual art, creative dance). (Health S5.M1.7) ○ Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge. (Challenge S5.M3.8) ○ Identifies and participates in an enjoyable activity that prompts individual self-expression. (Self-expression & enjoyment S5.M.8) ○ Participates in a variety of lifetime recreational team/dual sports, outdoor pursuits, martial arts, or dance activities. (S3.M5.6)
<ul style="list-style-type: none"> ○ Engages in the activities of physical education class without teacher prompting (S3.E2.3) ○ Describes and compares the positive social interactions when engaged in partner, small-group, and large group physical activities (S5.E4.4) 	<ul style="list-style-type: none"> ○ Describes how being physically active leads to a healthy body (S5.M1.6) ○ Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (Health S5.M2.6) ○ Identifies how self-expression and physical activity are related (Self-expression & enjoyment S5.M5.6)

- **Learning Topic – Fitness (6-8)**

- National Standards alignment:

- **Standard 3 and Standard 5:**

- **The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**
 - Focus is on fitness knowledge, engagement in physical activity and assessment.
 - Implicit of meeting the Standard 3 outcome of designing and implementing a program to improve levels of health-related fitness (S3.M16) is the knowledge of the five components and their connection to physical and mental health S5.M1) from Standard 5.

*Assisting and
coordinating “Go the
Distance Day”*

*School-Wide Dance
Challenge*

-Jessica Shwery

Goodrell Middle School



- **Vertical Sequence-Fitness Topic (6-8)**

- The student will demonstrate they have the ability to:

5 th	6 th -8 th
<ul style="list-style-type: none"> ○ Analyze results of fitness assessments (pre- & post-), comparing results with fitness components for good health. (S3.E5.5a) ○ Differentiate between skill-related and health-related fitness (S3.E3.5) ○ Design a fitness plan to address ways to use physical activity to enhance fitness (S3.E6.5b) 	<ul style="list-style-type: none"> ○ Designs and implements a program of remediation for any selected fitness areas of weakness based on the results of health-related fitness assessment. (S3.M15.6) ○ Compares and contrasts health-related and skill related components. (S3.M7.8) ○ Designs and implements a warm-up and cool-down regimen for a self-selected physical activity. (S3.M12.8)
<ul style="list-style-type: none"> ○ Identify and differentiates the components of health-related fitness and skill-related fitness (S3.E2.3) ○ Creates a SMART goal utilizing your current level of physical fitness skills and knowledge <p>Completes fitness assessments (pre-&post-) (S3.E5.4a)</p>	<ul style="list-style-type: none"> ○ Completes fitness assessments (pre & post) (S3.E5.4A) ○ Sets and monitors a self-selected physical-activity goal for activity based on current fitness level. (S3.M8.6) ○ Distinguishes between health-related and skill-related fitness components (S3.M7.7)

- **Learning Topic – Personal and Social Behavior (6-8)**

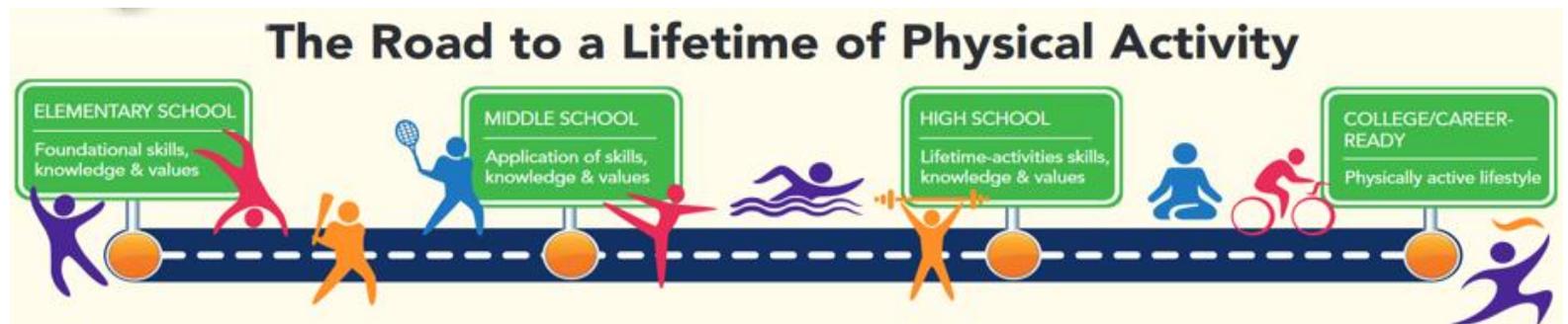
- National Standards alignment:

- **Standard 4: Exhibits responsible personal and social behavior that respects self and others.**

- The behaviors and attitudes formed in elementary school exert an extremely strong influence on the behaviors and attitudes of adolescents and adults in physical activity settings, both in and outside of physical education settings.
 - Opportunities also are available to address responsible personal and social behaviors in any practice tasks requiring learning to work with a partner or small group. These openings are embedded in learning experiences based on the essential elements of the task. To be successful in the practice task for an invasion game, students must demonstrate cooperation skills or accept differences among classmates (S4.M4).
 - Students could not evaluate their fitness and physical activity plan without addressing the specific outcome under Standard 4, which is specific to using effective self-monitoring skills (S4.M2).

- **DMPS Citizenship and Employability Skills Rubric (CER) vs. Personal and Social Behavior Rationale**

- It is important when implementing standard reference grading to separate the students' academic achievement and their behavior, which is why DMPS records citizenship and employability skills separate from the students' academic grade.
 - In Physical Education Class, according to our National SHAPE (Society of Health and Physical Education) standards, standard four states: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 - Therefore, using aligning the verbiage from our DMPS employability rubric and the National SHAPE grade level outcomes, we have developed a scale which best represents each grade level outcomes for this standard to be reported on as a topic score. Both are separated into two grade level groups, K-1 and 2-5.



6-8 Learning Goals (All Level Three Components)

Topic	6 th -7 th Grade	8 th Grade
Skills and Knowledge	The student: <ul style="list-style-type: none"> Generates positive strategies, such as offering suggestions, assistance leading, following others and providing possible solutions when faced with a group challenge. 	The student: <ul style="list-style-type: none"> Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual or groups challenges.
	<ul style="list-style-type: none"> Describes and demonstrates the difference between dynamic and static stretching (S3.M9.7) Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. (S3.M11.7) Performs strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise (S3.M18.7) 	<ul style="list-style-type: none"> Describes and demonstrates the difference between dynamic and static stretching (S3.M9.7) Uses the overload principle (FITT formula) in preparing a personal workout. (S3.M9.8) Designs and implements a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.8) Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M17.8)
	<ul style="list-style-type: none"> Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, or pickle ball. (S1.M12.7) Strikes with a mature overhand pattern in a <u>dynamic</u> environment for net/wall games such as volleyball, handball, badminton, or tennis. (S1.M13.7) 	<ul style="list-style-type: none"> Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, or pickle ball. (S1.M12.8) Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis. (S1.M13.8)
	<ul style="list-style-type: none"> Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (S1.M8.7) Dribbles with an implement with control, combined with passing in a variety of practice tasks. (S1.M9.7) 	<ul style="list-style-type: none"> Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play. (S1.M8.8) Dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)

	<ul style="list-style-type: none"> ○ Strikes, with an implement, a stationary object for accuracy <u>and</u> distance in activities such as (but not limited to): hockey, field hockey, croquet, shuffleboard, or golf. (S1.M19.7) 	<ul style="list-style-type: none"> ○ Strikes, with an implement, a stationary object for accuracy <u>and</u> power in activities such as (but not limited to): croquet, shuffleboard, or golf. (S1.M19.8)
	<ul style="list-style-type: none"> ○ Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. ○ Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. 	<ul style="list-style-type: none"> ○ Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. ○ Catches using an implement in a dynamic environment or modified game play.
	<ul style="list-style-type: none"> ○ Create and perform correct rhythm and pattern for a different dance form from among folk, social, creative, line, and world dance. (S1.M1.7) examples may include but not limited to: (Cupid Shuffle, Electric Slide, Tush-push) 	<ul style="list-style-type: none"> ○ Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group
	<ul style="list-style-type: none"> ○ Executes consistently (at least 70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes. (S1.M18.7) 	<ul style="list-style-type: none"> ○ Demonstrate consistently (70% of the time) a mature underhand roll/throw with accuracy <u>and</u> control for one target game such as bowling or bocce.
	<ul style="list-style-type: none"> ○ Identifies and responds to certain behaviors that warrants an aquatic emergency. ○ Classifies personal floatation devices for aquatic emergencies. 	<ul style="list-style-type: none"> ○ Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual or groups challenges regarding aquatic emergencies ○ Assesses and responds to certain behaviors that warrants an aquatic emergency. ○ Classifies and identify next steps/procedures for self-rescues and aquatic emergencies.

<p>Engagement</p>	<p>The student:</p> <ul style="list-style-type: none"> ○ Identifies and defends different types of physical activities and describes how each exerts a positive impact on health (via written essay, visual art, creative dance). (Health S5.M1.7) ○ Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge. (Challenge S5.M3.8) ○ Identifies and participates in an enjoyable activity that prompts individual self-expression. (Self-expression & enjoyment S5.M.8) ○ Participates in a variety of lifetime recreational team/dual sports, outdoor pursuits, martial arts, or dance activities. (S3.M5.6) ○ Describes how being physically active leads to a healthy body (S5.M1.6) ○ Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (Health S5.M2.6) ○ Identifies how self-expression and physical activity are related (Self-expression & enjoyment S5.M5.6)
<p>Personal and Social Behavior</p>	<p>The student:</p> <ul style="list-style-type: none"> ○ Arrives on time and prepared for class. (DMPS CER Academic Conduct) ○ Exhibits responsible social behaviors by cooperating with classmates, demonstrating respect for facilities. (Personal Responsibility S4.M1) ○ Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (Rules and Etiquette S4.M6) ○ Responds appropriately to ethical and unethical behavior by participants of varying skill and maturation by using rules and guidelines for resolving conflict. (Working with Others S4.M4) ○ Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (Accepting Feedback S4.M3) ○ Uses physical activity and fitness equipment appropriately and safely. (Safety S4.M7)

Year Long-Grade Level Proficiency Scales

Engagement 6-8					
4	<ul style="list-style-type: none"> • Uses available technology to self-monitor quantity of exercises needed for minimal health standard and/or optimal functioning based on current fitness level. (Fitness Knowledge S3.M8) • Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility. (Engages in Physical Activity S3.M4) 				
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Fitness-6 th -8 th Grade		
		Learning Targets and Activities
4	<ul style="list-style-type: none"> Investigate and defend a decision/plan to continue a fitness workout plan outside of the school day. 	
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Designs and implements a program of remediation for any selected fitness areas of weakness based on the results of health-related fitness assessment. (S3.M15.6) 3B- Compares and contrasts health-related and skill related components. (S3.M7.8) 3C- Designs and implements a warm-up and cool-down regimen for a self-selected physical activity. (S3.M12.8) 	<p>3A- I am learning how to use and compare my fitness results. Activities:</p> <ul style="list-style-type: none"> SMART goal sheet/action plan Design a personal fitness plan Implementation of specific fitness plan Fitness Video-DVD/Youtube.com <p>3B- I am learning the difference between skill-related and health-related fitness components by comparing and contrasting different physical activities. Activities:</p> <ul style="list-style-type: none"> Verbalize each component activity Explain differences between the two components Align each exercise to a focus <p>3C- I am learning how to design and implement a warm-up and cool-down regimen for a self-selected physical activity. Activities:</p> <ul style="list-style-type: none"> Create a personal workout plan to put into a portfolio utilizing personal fitness data points Design a quality warm-up/cool-down Have students demonstrate/teach warm-up/cool-down to classmates Videotape warm-up/cool-down
2	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 2A- Completes fitness assessments (pre & post) (S3.E5.4A) 2B- Sets and monitors a self-selected physical-activity goal for activity based on current fitness level. (S3.M8.6) 2C- Distinguishes between health-related and skill-related fitness components (S3.M7.7) 	<p>2A- I am learning how to engage in my fitness assessment Activities:</p> <ul style="list-style-type: none"> Stations for assessment one on one with instructor Circuit training <p>2B- I am learning how to set and monitor my self-selected physical activity goal according to my fitness assessments.</p> <ul style="list-style-type: none"> FitnessGram Results Sheet SMART GOAL sheet Portfolio-6-8th grade continual growth sheet <p>2C- I am learning how to identify components of health-related fitness and skill-related components.</p>

Fitness Assessments	Curl-ups	PACER	Push-ups	SMART Goal	Sit and Reach Shoulder Stretch	Activities: <ul style="list-style-type: none"> • Demonstrate exercises appropriate to unit and verbalizes the specific component aligned to the exercise. 2D- I am learning the important components of a warm-up/cool-down. Activities: <ul style="list-style-type: none"> • Journal reflection exit slips • Vocabulary Level 2 assessment • Station completion • Scavenger hunt
Health Related Components	Muscular Strength	Cardiorespiratory Endurance	Flexibility	Muscular Endurance	Body Composition	
Skill Related Components	Balance	Agility	Coordination	Power	Speed/Reaction Time	
<ul style="list-style-type: none"> ○ 2D- Designs a warm-up/cool-down regimen for a self-selected physical activity (S3.M12.7) 						

Personal and Social Behavior 6th-8th Grade

<p>4</p>	<ul style="list-style-type: none"> Assumes leadership role in physical activity setting. (Personal Responsibility S4.H2) Cooperates with multiple classmates and initiates problem solving. (Working with Others S4.M5) Seeks out different points of view while embracing diversity in others. (Working with Students DMPS CER) Provides encouragement and feedback to peers without prompting. (Accepting Feedback S4.M3) Consistently always arrives on time and prepared for class. (Personal Responsibility DMPS CER) Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility. (Engages in Physical Activity S3.M4) 	
<p>3</p>	<p>The Student:</p> <ul style="list-style-type: none"> 3A- Arrives on time and prepared for class. (DMPS CER Academic Conduct) 3B- Exhibits responsible social behaviors by cooperating with classmates, demonstrating respect for facilities. (Personal Responsibility S4.M1) 3C- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (Rules and Etiquette S4.M6) 3D- Responds appropriately to ethical and unethical behavior by participants of varying skill and maturation by using rules and guidelines for resolving conflict. (Working with Others S4.M4) 3E- Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (Accepting Feedback S4.M3) 3D- Uses physical activity and fitness equipment appropriately and safely. (Safety S4.M7) 	<p>Year Long-Learning Targets/Activities</p> <ul style="list-style-type: none"> 3A- I am learning how to consistently be on time and prepared for class. <ul style="list-style-type: none"> -Setting the scoreboard buzzer to help remind students -Routines in place to get students out of the locker room 3B- I am learning demonstrate responsible social behaviors by cooperating with my classmates and showing respect for our equipment. <ul style="list-style-type: none"> -Positive Classroom Management reinforcement strategies -Class of the Week -Student Helper of the Month/Week 3C/D- I am learning how to monitor myself throughout physical activities and games by using rules and guidelines for resolving conflict. <ul style="list-style-type: none"> -Have student leaders create guidelines for resolving conflict -Self-officiating exercises -Examples/Non-examples 3E- I am learning how to demonstrate self-responsibility by implementing specific corrective feedback to improve performance. <ul style="list-style-type: none"> -Discussions about critiques/feedback/positive/negative/etc. 3D- I am learning how use our equipment appropriately and safely. <ul style="list-style-type: none"> -Examples/non-examples -Safety for equipment/student led

2	<p>The Student:</p> <ul style="list-style-type: none"> ○ 2A-Sometimes arrives on time and prepared for class. (DMPS CER Academic Conduct) ○ 2B-Sometimes demonstrates responsible social behaviors by cooperating with classmates, demonstrating respect for facilities. (Personal Responsibility S4.M1) ○ 2C-Identifies the rules and etiquette for physical activities, games and dance activities. (Rules and Etiquette S4.M6) ○ 2D-Demonstrates cooperation skills by establishing rules and guidelines for resolving conflict. (Working with Others S4.M4) ○ 2E-Listens respectfully to corrective feedback from others. (Accepting Feedback S4.E3) ○ 2F-Knows how to use physical activity and fitness equipment appropriately and safely. (Safety S4.M7) 	<p style="text-align: center;">Learning Target/Activities</p> <ul style="list-style-type: none"> ○ 2A- I am learning how to take personal responsibility for being prepared and on time for class. -Rules/Procedures/Routines ○ 2B/C/D- I am learning how to demonstrate responsible behaviors by cooperating with others, demonstrating respect for equipment, following rules, while resolving conflict. -Establishing social contracts, rules, building wide rules, PBIS ○ 2E- I am learning how to listen respectfully to corrective feedback from others. -PBIS, Classroom rules, Positive reinforcement ○ 2F-I am learning how to continue to use physical activity equipment appropriately and safely. -Show/demonstrate examples/non-examples
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Updated 8.17.16

Skills and Knowledge Proficiency Scales

Skills and Knowledge- Team Building

Team Building-6 th and 7 th Grade		
4	<ul style="list-style-type: none"> Investigate and defend a decision/plan around the appropriate challenge to experience success. 	Learning Targets and Activities
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Generates positive strategies, such as offering suggestions, assistance leading, following others and providing possible solutions when faced with a group challenge. 	<p>3A- I am learning how to generate positive strategies to solve a group challenge.</p> <p>Activities:</p> <ul style="list-style-type: none">
2	<p>Demonstrate they have developed the ability to: recognize or recall</p> <ul style="list-style-type: none"> 2A- Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback or modifying the tasks. VOCABULARY such as: conflict resolution, communication, trust, collaboration, team/group building, feedback 	<p>2A- I am learning how recognize individual challenges and cope with the task in a positive way.</p> <p>Activities:</p> <ul style="list-style-type: none"> Stations for assessment one on one with instructor Circuit training <p>2B- I am learning how to identify the necessary vocabulary such as conflict resolution, trust, collaboration, team/group, feedback.</p>

Success Criteria 3A:

- Engaged in the conversation
- Generate solutions individually or as a group on how to achieve the task
- Challenge and perform their solution hypothesis
- Describe how or why the solution was successful or unsuccessful
- Revise and offer specific positive feedback to retest hypothesis solution

Team Building-8 th Grade		
4	<ul style="list-style-type: none"> Investigate and defend a decision/plan around choosing an appropriate challenge to experience success and desire to participate in self-selected physical activity. 	Learning Targets and Activities
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual or groups challenges. 	<p>3A- I am learning how to develop a plan of action and make appropriate decisions based on the plan, when facing an individual or group challenges.</p> <p>Activities:</p> <ul style="list-style-type: none">
2	<p>Demonstrate they have developed the ability to: recognize or recall</p> <ul style="list-style-type: none"> 2A- Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback or modifying the tasks. 2B- Identify specific vocabulary such as: conflict resolution, communication, trust, collaboration, team/group building, feedback 	<p>2A- I am learning how recognize individual and team challenges and cope with the task in a positive way.</p> <p>Activities:</p> <ul style="list-style-type: none"> <p>2B- I am learning how to identify the necessary vocabulary such as conflict resolution, trust, collaboration, team/group, feedback.</p>

Aquatics 6-8

Aquatics/Water Safety-6 th -7 th Grade		
4	<ul style="list-style-type: none"> Investigate and defend a decision/plan around the appropriate challenge to experience success. 	<h3>Learning Targets and Activities</h3> <p>3A- I am learning how to identify and respond to aquatic emergencies.</p> <p>3B- I am learning how to classify a personal floatation devices for emergencies.</p> <p>Activities:</p> <ul style="list-style-type: none"> Swimming and Water Curriculum (Manual) https://www.redcross.org/images/MEDIA_CustomProductCatalog/m3240085_SwimmingWaterSafety.pdf
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Identifies and responds to certain behaviors that warrants an aquatic emergency. 3B- Classifies personal floatation devices for aquatic emergencies. 	
2	<p>Demonstrate they have developed the ability to: recognize or recall</p> <ul style="list-style-type: none"> 2A- Recognize basic skills for self-rescue and responding to an aquatic emergency. 2B- Recalls the three action steps: Check, Call, Care VOCABULARY such as: safety smarts, emergency, swimming buddy, personal floatation devices (such as: offshore life jackets, near shore vests, floatation aids, throwable devices, special-use devices) 	<p>2A- I am learning swimming safety tips to support water safety.</p> <p>2B- I am learning basic knowledge about checking the scene, calling for help, and caring for the victim.</p> <p>Activities:</p> <ul style="list-style-type: none"> Disney Educational Productions Timon and Pumba (https://www.youtube.com/watch?v=rR6-MQPYK7E) <p>2B- I am learning how to identify the necessary vocabulary for water safety.</p>

Personal Floatation Devices:

- Type I**-Offshore life jackets: geared for rough or remote waters where rescue may take a while. Provide buoyancy and will turn most unconscious persons face up in the water.
- Type II**-Near-Shore vests: good for calm waters when quick rescue is likely. A type II may not turn someone unconscious wearers face up in the water.
- Type III**-Floatation Aids: vests or full-sleeved jackets are good for calm waters when quick rescue is likely. Not recommended for rough waters since they will not turn most unconscious persons face up.
- Type IV**- Throwable Devices: cushions and ring buoys are designed to be thrown to someone in trouble. Since a type IV is not designed to be worn, it is neither for rough waters nor for persons who are unable to hold onto it.

Aquatics-8 th Grade		
4	<ul style="list-style-type: none"> Investigate and defend a decision/plan around the appropriate challenge to experience success. 	Learning Targets and Activities
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual or groups challenges regarding aquatic emergencies 3B- Assesses and responds to certain behaviors that warrants an aquatic emergency. 3C- Classifies and identify next steps/procedures for self-rescues and aquatic emergencies. 	<p>3A- I am learning how to develop a plan of action and make appropriate decisions based on the plan, when facing an individual or group challenges regarding aquatic emergencies.</p> <p>Activities:</p> <ul style="list-style-type: none"> Scenarios for students to act/respond Students create scenarios/others solve Procedures for behaviors of distressed swimmers/drowning
2	<p>Demonstrate they have developed the ability to: recognize or recall</p> <ul style="list-style-type: none"> 2A- Recognize basic skills for self-rescue and responding to an aquatic emergency. 2B- Recalls the three action steps: Check, Call, Care 2C- Classifies personal floatation devices for aquatic emergencies. 2D-VOCABULARY such as: safety smarts, emergency, swimming buddy, personal flotation devices (such as: offshore life jackets, near shore vests, floatation aids, throwable devices, special-use devices), distressed swimmer, active drowning, passive drowning 	<p>2A- I am learning how recognize basic skills for self-rescue and responding to an aquatic emergency.</p> <p>Activities:</p> <ul style="list-style-type: none"> Scenario practice/situational problems Inquiry based problem/solutions Scooter exercises for aquatic emergencies <p>2B- I am learning how to recall the three action steps for aquatic emergencies.</p> <ul style="list-style-type: none"> Verbal response Act out and respond Disney Educational Productions Timon and Pumba (https://www.youtube.com/watch?v=rR6-MQPYK7E) <p>2C- I am learning how to classify a personal floatation devices for emergencies.</p> <p>2D- I am learning how to identify the necessary vocabulary such as: safety smarts, emergency, swimming buddy, personal flotation devices (such as: offshore life jackets, near shore vests, floatation aids, throwable devices, special-use devices), distressed swimmer, active drowning, passive drowning</p>

Skills and Knowledge-Dribbling/Ball Control

Games & Sports-Dribbling/ball control-6 th and 7 th Grade		
4	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. 	Learning Targets and Activities
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Dribbles with dominant and nondominant hands using a change of speed and direction in a variety of practice tasks. (SI.M8.7) 3B- Dribbles with an implement with control, combined with passing in a variety of practice tasks. (SI.M9.7) 	<p>3A- I am learning how to dribble with my non-dominant and dominant hands while changing speeds and directions.</p> <p>Activities/Resources:</p> <ul style="list-style-type: none"> Dribble Knockout Cone dribble Pass/Receive http://openphysed.org/curriculummodules Drivers Test Station Work Shoot, Dribble, Pass, Dribble Dribble Tag <p>3B- I am learning how to dribble and pass while maintaining control.</p>
2	<p>Demonstrate they have developed the ability to: recognize or recall</p> <ul style="list-style-type: none"> 2A- Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (SI.M8.6) 2B- Dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (SI.M9.6) VOCABULARY such as: dribbling, control, speed, direction, boundary, critical elements, offense, and defense. 	<p>2A- I am learning how to dribble with my dominant hand while changing speeds and directions.</p> <p>2B- I am learning how to dribble under control while changing speed and direction.</p> <p>Activities:</p> <ul style="list-style-type: none"> Stations for assessment one on one with instructor Small court games 3 v 3 Hand Skills Drills <p>2B- I am learning how to identify the necessary vocabulary such as striking, boundaries, overhand, underhand, volley, forehand, and backhand.</p>

Games & Sports-Dribbling/ball control -8th Grade

		Learning Targets and Activities
4	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. 	
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play. (SI.M8.8) 3B- Dribbles with an implement with control, changing speed and direction during small-sided game play. (SI.M9.8) 	<p>3A- I am learning how to legal underhand serve for distance and accuracy for net/wall games.</p> <p>3B- I am learning how to dribble under control while changing direction and speed.</p> <p>Activities:</p> <ul style="list-style-type: none"> 3 V 3 Tournament play Dribble tag Small-Sided game Stations
2	<p>Demonstrate they have developed the ability to: recognize or recall</p> <ul style="list-style-type: none"> 2A- Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (SI.M8.7) 2B- Dribbles with an implement with control, combined with passing in a variety of practice tasks. (SI.M9.7) VOCABULARY such as: dribbling, control, speed, direction, boundary, critical elements, dynamic, offense, and defense. 	<p>2A- I am learning how to dribble with my dominant and non-dominant hands while changing direction and speed.</p> <p>Activities:</p> <ul style="list-style-type: none"> 3 V 3 Tournament play Dribble tag Small-Sided game http://openphysed.org/curriculum_resources/basketball-skills <p>2B- I am learning how to identify the necessary vocabulary such as dribbling, control, dynamic, speed, direction, boundary, critical elements, offense, and defense.</p>

Skills and Knowledge-Striking

Games- Striking 6 th and 7 th Grade		
4	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. Investigate and defend a decision/plan around the appropriate challenge to experience success. 	Learning Targets and Activities
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Strikes, with an implement, a stationary object for accuracy <u>and</u> distance in activities such as (but not limited to): hockey, field hockey, croquet, shuffleboard, or golf. (SI.M19.7) 	<p>3A- I am learning how to strike an object for accuracy and distance.</p> <p>Activities:</p> <ul style="list-style-type: none"> Extreme Rally Tee off Partner pass/receive First to 4 Paddle Strike
2	<p>Demonstrate they have developed the ability to: recognize or recall</p> <ul style="list-style-type: none"> 2A- Strikes, with an implement, a stationary object for accuracy in activities, such as (but not limited to): hockey, field hockey, croquet, shuffleboard, or golf. (SI.M19.6) VOCABULARY such as: striking, accuracy, stationary, and distance. 	<p>2A- I am learning how to strike an object for accuracy.</p> <p>Activities:</p> <ul style="list-style-type: none"> Stations for feedback Small court games Tape Zone throws <p>2B- I am learning how to identify the necessary vocabulary such as: striking, accuracy, stationary, and distance.</p>

Games & Sports Striking-8 th Grade		
4	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. 	Learning Targets and Activities
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Strikes, with an implement, a stationary object for accuracy <u>and</u> power in activities such as (but not limited to): as croquet, shuffleboard, or golf. (SI.M19.8) 	<p>3A- I am learning how to demonstrate an underhand throw/roll with accuracy.</p> <p>Activities:</p> <ul style="list-style-type: none"> Extreme Rally Tee off Partner pass/receive First to 4 Paddle Strike Wall Ready, Turn
2	<p>Demonstrate they have developed the ability to: recognize or recall</p> <ul style="list-style-type: none"> 2A- Demonstrates a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (SI.M18.6) 2B- Identify specific vocabulary such as: striking, accuracy, stationary, and distance. 	<p>2A- I am learning how to serve consistently to a target.</p> <p>2B- I am learning how to identify the necessary vocabulary such as: underhand roll, underhand throw, underhand toss, release, target, and accuracy.</p>

Skills and Knowledge-Underhand Roll/Target

Net/Wall Games- Underhand Roll 6th and 7th Grade

		Learning Targets and Activities
4	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. Investigate and defend a decision/plan around the appropriate challenge to experience success. 	
3	Demonstrate they have developed the ability to:	3A- I am learning how to roll underhand with consistency.
	<ul style="list-style-type: none"> 3A- Executes consistently (at least 70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes. (SI.M18.7) 	Activities: <ul style="list-style-type: none"> Bowling Partner roll between legs Rotational stations Point Value rolls to target Tic Tac Toe Sink the ship/battleship
2	Demonstrate they have developed the ability to: recognize or recall	2A- I am learning how to roll the ball underhand to a close target.
	<ul style="list-style-type: none"> 2A- Demonstrates a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (SI.M18.6) VOCABULARY such as: underhand roll, underhand throw, underhand toss, release, target, and accuracy. 	Activities: <ul style="list-style-type: none"> Stations for feedback Small court games Tape Zone throws Bracket play Tic Tac Toe Pin down Serve in a box 2B- I am learning how to identify the necessary vocabulary such as:

Success Criteria/Mature Pattern:

- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist level (or below knee for bowling)
- Follow through to target.

Underhand Roll-8 th Grade		
4	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. 	Learning Targets and Activities
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Demonstrate consistently (70% of the time) a mature underhand roll/throw with accuracy <u>and</u> control for one target game such as bowling or bocce. 	<p>3A- I am learning how to demonstrate an underhand throw/roll with accuracy.</p> <p>Activities:</p> <ul style="list-style-type: none"> Tournament 2 v 2 Tic Tac Toe
2	<p>Demonstrate they have developed the ability to: recognize or recall</p> <ul style="list-style-type: none"> 2A- Demonstrates a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (SI.M18.6) 2B- Identify specific vocabulary such as: underhand roll, underhand throw, underhand toss, release, target, and accuracy. 	<p>2A- I am learning how to serve consistently to a target.</p> <p>Activities:</p> <ul style="list-style-type: none"> Underhand serve to hula hoop Tic Tac Toe Pass and Receive Square tape/wall <p>2B- I am learning how to identify the necessary vocabulary such as: underhand roll, underhand throw, underhand toss, release, target, and accuracy.</p>

Success Criteria/Mature Pattern:

- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist level (or below knee for bowling)
- Follow through to target.

Skills and Knowledge-Health-Related Fitness and Wellness

Health Related-Fitness and Wellness-6 th -7 th Grade		
4	<ul style="list-style-type: none"> Investigate and defend a decision/plan to continue a fitness workout plan outside of the school day. 	Learning Targets and Activities
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Describes and demonstrates the difference between dynamic and static stretching (S3.M9.7) 3B- Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. (S3.M11.7) 3C- Performs strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise (S3.M18.7) 	<p>3A- I am learning how to describe and demonstrate the differences between static and dynamic stretching. Activities:</p> <ul style="list-style-type: none"> Student create warm-up/cool-down to determine differences between static and dynamic Yoga, Tai Chi <p>3B- I am learning to describe the difference between overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. Activities:</p> <ul style="list-style-type: none"> Verbalize each component activity and principle it falls underneath; align each exercise to a focus Explain differences between the each component Daily Fit Log-FITT principle <p>3C- I am learning how to perform different exercises when dealing with stress such as deep breathing, guided visualization, and aerobic exercise.</p> <ul style="list-style-type: none"> Meditation/Yoga Unit Cool-down/Turn-down

<p>2 Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> ○ 2A- Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance (S3.M10.6) ○ 2B- Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility.) (S3.M11.6) ○ 2C- Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6) ○ 2D- Vocabulary such as: aerobic, anaerobic, muscular strength, muscular endurance, overload principle (FITT), frequency, intensity, type, and time 	<p>2A- I am learning how to determine the difference between aerobic and anaerobic capacity, and between muscular strength, and muscular endurance.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Stations for assessment students determine the exercise/muscular strength/endurance. • Reflection journals <p>2B- I am learning how to identify each component of the overload principle for each activity.</p> <ul style="list-style-type: none"> • Verbalize each component activity and principle it falls underneath • Stations for assessment students determine the exercise/muscular strength/endurance. <p>2C- I am learning how to identify positive and negative results of stress and appropriate ways of dealing with each.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Meditation/Yoga • Reflection Journals
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Health Related-Fitness and Wellness-8 th Grade		
4	<ul style="list-style-type: none"> Investigate and defend a decision/plan to continue a fitness workout plan outside of the school day. 	Learning Targets and Activities
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Describes and demonstrates the difference between dynamic and static stretching (S3.M9.7) 3B- Uses the overload principle (FITT formula) in preparing a personal workout. (S3.M9.8) 3C- Designs and implements a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.8) 3D- Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M17.8) 	<p>3A- I am learning how to describe and demonstrate the differences between static and dynamic stretching. Activities:</p> <ul style="list-style-type: none"> Student create warm-up/cool-down to determine differences between static and dynamic Yoga, Tai Chi <p>3B- I am learning to use the FITT formula to design my personal workout. Activities:</p> <ul style="list-style-type: none"> Verbalize each component activity and principle it falls underneath; align each exercise to a focus Explain differences between the each component Daily Fit Log-FITT principle; reflection forms <p>3C- I am learning how to design a quality warm-up and cool down. 3D- I am learning how to demonstrate basic movements used in yoga and tai chi.</p> <ul style="list-style-type: none"> Warm-up/Turn-up; Cool-down/Turn Down
2	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 2A- Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance (S3.M10.6) 2B- Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility.) (S3.M11.6) 2C- Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6) 2D- Vocabulary such as: aerobic, anaerobic, muscular strength, muscular endurance, overload principle (FITT), frequency, intensity, type, and time 	<p>2A- I am learning how to determine the difference between aerobic and anaerobic capacity, and between muscular strength, and muscular endurance. Activities:</p> <ul style="list-style-type: none"> Stations for assessment students determine the exercise/muscular strength/endurance. Reflection journals <p>2B- I am learning how to identify each component of the overload principle for each activity.</p> <ul style="list-style-type: none"> Verbalize each component activity and principle it falls underneath Stations for assessment students determine the exercise/muscular strength/endurance. <p>2C- I am learning how to identify positive and negative results of stress and appropriate ways of dealing with each. Activities:</p> <ul style="list-style-type: none"> Meditation/Yoga

Skills and Knowledge- Individual Performance, Dance, and Rhythms

Individual Performance, Dance, and Rhythms-6 th and 7 th Grade		
4	<ul style="list-style-type: none"> ○ In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. Below are examples but are not limited to: ○ Exhibits command of rhythm and timing by being creative throughout movement sequence to music as an individual or in a group (S1.M8) ○ Performing the dance combination/sequence with some of the improvisational elements: (level changes, tempo changes, music visualization (follow an instrument rhythm line), negative space partnering and simple contact partnering 	<h3>Learning Targets and Activities</h3>
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> ○ 3A- Create and perform correct rhythm and pattern for a different dance form from among folk, social, creative, line, and world dance. (S1.M1.7) examples may include but not limited to: (Cupid Shuffle, Electric Slide, Tush-push) ○ Critical Elements include: ○ Keeping rhythm with the music while maintaining spatial awareness ○ Performing with the correct steps within a sequence while transferring weight ○ Performing the dance combination /sequence with proper form and technique 	<p>3A- I am learning how to demonstrate correct rhythm and patterns while dancing.</p> <ul style="list-style-type: none"> • Whip/Nae Nae • Zumba <p>Activities/Resources:</p> <ul style="list-style-type: none"> • http://openphysed.org/curriculum_resources/physical_education_modules/dance-k2
2	<p>Demonstrate they have developed the ability to: recognize or recall</p> <ul style="list-style-type: none"> ○ 2A- Rhythm is only maintained some of the time throughout the dance sequence (eg. Offbeat from music cadence, completing a different movement out of sequence) ○ Demonstrates the understanding of spatial awareness, but not applying the concept ○ Performing the dance combination/sequence with inconsistent form and technique (eg. Hands in pocket, facial expressions, body language) ○ Demonstrates the understanding of transferring weight back and forth, but have a difficult time applying the concept (eg. not on the correct foot, weight on heels, stomping, not rocking) <ul style="list-style-type: none"> ○ 2B-VOCABULARY such as: beat, rhythm, culture, dance, direction, follower, general space, leader, personal space, respect, self-space, and tempo. 	<p>2A- I am learning how to maintain proper speed and technique throughout the dance sequence.</p> <p>Activities:</p> <ul style="list-style-type: none"> • -Tush Push • -Fox Trot • -Waltz (Country Western/International/American) • -2 Step • -Tango • -Salsa • -Pop See Ko • -Swing Dance/Square Dance • -Cupid Shuffle • -Electric Slide <p>2B- I am learning how to identify the necessary vocabulary such as: beat, rhythm, call, count, culture, dance, direction, follower, general space, leader, personal space, respect, self-space, and tempo.</p>

Individual Performance, Dance, and Rhythms-8th Grade

		Learning Targets and Activities
4	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. 	
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group 	<p>3A- I am learning how to create a movement sequence to music as a group/individual.</p> <p>Activities:</p> <ul style="list-style-type: none"> Create a dance Movement to Music Interpretive Dance Zumba
2	<p>Demonstrate they have developed the ability to: recognize or recall</p> <ul style="list-style-type: none"> 2A- Rhythm is only maintained some of the time throughout the dance sequence (eg. Offbeat from music cadence, completing a different movement out of sequence) Demonstrates the understanding of spatial awareness, but not applying the concept Performing the dance combination/sequence with inconsistent form and technique (eg. Hands in pocket, facial expressions, body language) Demonstrates the understanding of transferring weight back and forth, but have a difficult time applying the concept (eg. not on the correct foot, weight on heels, stomping, not rocking) VOCABULARY such as: beat, rhythm, call, count, culture, dance, direction, follower, general space, leader, personal space, respect, self-space, and tempo. 	<p>2A- I am learning how to maintain rhythm and complete a dance combination.</p> <p>Activities:</p> <ul style="list-style-type: none"> How to create rhythm Determining a count Determining a beat <p>2B- I am learning how to identify the necessary vocabulary such as: beat, rhythm, call, count, culture, dance, direction, follower, general space, leader, personal space, respect, self-space, and tempo.</p>

Skills and Knowledge- Net/Wall Games

Net/Wall Games-6 th and 7 th Grade		
4	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. Investigate and defend a decision/plan around the appropriate challenge to experience success. 	Learning Targets and Activities
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, or pickle ball. (SI.M12.7) 3B- Strikes with a mature overhand pattern in a <u>dynamic</u> environment for net/wall games such as volleyball, handball, badminton, or tennis. (SI.M13.7) 	<p>3A- I am learning how to serve the (volleyball, birdie, shuttlecock, whiffle ball, etc.) to a target.</p> <p>Activities:</p> <ul style="list-style-type: none"> Serve/Toss Partner serve Individual Wall/Serve/Retrieve Point Value Serve Tic Tac Toe <p>3B- I am learning how to strike the (volleyball, birdie, shuttlecock, whiffle ball, etc.) overhand while playing a game.</p>
2	<p>Demonstrate they have developed the ability to: recognize or recall</p> <ul style="list-style-type: none"> 2A- Performs a legal underhand serve with control for net/wall games such a badminton, volleyball, or pickle ball. (SI.M12.6) 2B- Strikes with a mature overhand pattern in a <u>non-dynamic</u> environment (closed skills) for net/wall games such as volleyball, handball, badminton, or tennis. (SI.M13.6) VOCABULARY such as: striking, serving, boundaries, overhand, underhand, volley, forehand, and backhand. 	<p>2A- I am learning how to perform a legal underhand serve with control while playing the game.</p> <p>2B- I am learning how to strike the (volleyball, birdie, shuttlecock, whiffle ball, etc.) overhand with partners/stations.</p> <p>Activities:</p> <ul style="list-style-type: none"> Stations for assessment one on one with instructor Small court games Bracket play Tic Tac Toe serving Serve in a box <p>2B- I am learning how to identify the necessary vocabulary such as striking, boundaries, overhand, underhand, volley, forehand, and backhand.</p>

Net and Wall Games-8 th Grade		
4	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. 	Learning Targets and Activities
3	<p>Demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> 3A- Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, or pickleball. (SI.M12.8) 3B- Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis. (SI.M13.8) 	<p>3A- I am learning how to legal underhand serve for distance and accuracy for net/wall games.</p> <p>3B- I am learning how to strike a (ball, birdie, whiffle ball) overhand in a game.</p> <p>Activities:</p> <ul style="list-style-type: none"> 2 partner volleyball Tournament play
2	<p>Demonstrate they have developed the ability to: recognize or recall</p> <ul style="list-style-type: none"> 2A- Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, or pickleball (SI.M12.7) 2B- Identify specific vocabulary such as: striking, serving, boundaries, overhand, underhand, volley, forehand, and backhand. 	<p>2A- I am learning how to serve consistently to a target.</p> <p>Activities:</p> <ul style="list-style-type: none"> Underhand serve to hula hoop Tic Tac Toe Pass and Receive Square tape/wall <p>2B- I am learning how to identify the necessary vocabulary such as: striking, serving, boundaries, overhand, underhand, volley, forehand, and backhand.</p>

Common Vocabulary Terms

Common vocabulary for physical education class to reflect the concepts, techniques, and skills for each grade level and course of study. Students will use these terms in oral, written, and visual communications. Teachers are encouraged to provide additional physical education vocabulary to the identified lists.

Required Terms		
• Opposite	• Curl-ups	• Respect
• Underhand Roll/Throw/Toss	• Push-ups	• Cooperation
• Overhand	• Sit and Reach	• Communication
• Overhead	• Shoulder Stretch	• Sportsmanship
• Forehand	• Balance	• Distance
• Backhand	• Agility	• Problem Solve
• Muscular Strength	• Coordination	• Volley
• Muscular Endurance	• Power	• Dribble
• Flexibility	• Speed	• Kicking
• Cardiorespiratory Endurance	• Reaction Time	• Striking
• Body Composition	• Beat	• Serving
• Target	• Rhythm	• Culture
• Accuracy	• Call	• Direction
• Boundaries	• Count	• Follower
• Aerobic	• Tempo	• Personal Space
• Anaerobic	• Underhand	• General Space
• Overload principle (FIT'T)	• SMART Goal	• Stationary

Glossary Terms

Critical Elements- The key components of a motor skills that can be observed, the sum of which result in movement efficiency

Dynamic environment (open skills) - Skills performed in an environment that is dynamic, unpredictable and in motion. The goal for performers is to adapt movements in response to the dynamic and ever-changing environment. Examples include: invasion games, such as ultimate and soccer and net/wall games such as volleyball and tennis.

Fitness Activities- Activities with a focus on improving or maintaining fitness that might include yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba, and exergaming.

Mature Pattern-executing with efficiency the critical elements of the motor skills pattern in authentic environments.

Non-dynamic environment (closed skills) - Constant, predictable or stationary. Goal for the performer is to produce movements or skills that are consistent and accurate because the environmental context is non-dynamic, stable and unchanging.

Small-sided practice tasks- deliberate tasks designed to practice particular skills or tasks.

Volley-To strike or give impetus (the force or energy in which a body moves) to an object by using a variety of body parts

Mature Patterns for Skills:

1. Mature Pattern for Throwing Underhand

Five Critical Elements:

- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist.
- Follow through to target.

3. Mature Pattern for Catching

Five Critical Elements:

- Extend arms outward to reach for ball.
- Thumbs in for catch above waist.
- Thumbs out for catch at or below the waist.
- Watch the ball all the way into the hands.
- Catch with hands only; no cradling against the body.
- Pull the ball into the body as the catch is made.
- Curl the body slightly around the ball.

2. Mature Pattern for Throwing Overhand

Five Critical Elements:

- Side to target in preparation for throwing action.
- Arm back and extended, and elbow at shoulder height
Or slightly above preparation for action; elbow leads.
- Step with opposite foot as throwing arm moves forward.
- Hip and spine rotate as throwing action is executed.
- Follow through towards target and across body.

4. Mature Pattern for Volleying Underhand

Five Critical Elements:

- Face the target in preparation for the volley.
- Opposite foot forward.
- Flat surface with hand for contact of the ball or volleybird.
- Contact with ball or volleybird between knee and waist level.
- Follow through upward and to the target.

5. Mature Pattern for Kicking

Five Critical Elements:

- Arms extend forward in preparation for kicking action.
- Contact with ball is made directly below center of ball.
(travel in air); contact with ball is made directly behind
Center of ball (travel on the ground).
- Trunk leans back slightly in preparation for kicking action.
- Follow through with kicking leg extending forward and upward toward target.

7. Mature Pattern for Volleying Overhead

Five Critical Elements:

- Body aligned and positioned under the ball.
- Knees, arms, and ankles bent in preparation for the volley.
- Hands rounded; thumbs and first fingers make triangle
(Without touching) in preparation
- Ball contacts only the finger pads; wrists stay firm.
- Arms extended upward on contact; follow through slightly towards target.

6. Mature Pattern for Dribbling

Five Critical Elements:

- Knees slightly bent, opposite foot forward when dribbling in self-space.
- Contact ball with finger pads.
- Firm contact with top of ball, slightly behind the ball for travel.
- Ball to side and in front of body for travel.
- Eyes looking “over,” not down at, the ball.

8. Mature Pattern for Striking with Short Implement

Five Critical Elements:

- Racket back in preparation for striking.
- Step on opposite foot as contact is made.
- Swing racket or paddle low to high.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Follow through for completion of the striking action.

9. Mature Pattern for Striking with Long Implement

Five Critical Elements:

- Bat up and back in preparation for the striking action.
- Step forward on opposite foot as contact is made.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Swing the bat on a horizontal plane.
- Wrist uncocks on follow-through for completion of the striking action.



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Middle School Physical Education Curriculum Guide