

GRADE 6-8 Establishing Positive Classroom Climate		
Stage 1 Desired Results		
<p>ESTABLISHED GOALS/STANDARDS: Shape America Standards:</p> <p>Shape Standard 4: Students exhibits responsible and social behavior that respects self and others.</p> <p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)</p> <p>Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)</p> <p>Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)</p>	Transfer	
	<p><i>Students will be able to identify, demonstrate, and articulate the rules and behavioral expectations of the PE class.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS Students will understand that... -Physical education class is a class and in the classroom (gymnasium) there is specific etiquette and behavior that must be followed.</p>	<p>ESSENTIAL QUESTIONS What is expected of the students? What is expected of the teacher? What are classroom protocols and guidelines? What are classroom routines? Where can students find information such as the agenda, daily objectives, etc.</p>
Acquisition		
	<p><i>Students will know</i> -appropriate etiquette associated with PE class. -Rules and guidelines for respecting peers, teachers, equipment, and facilities. -Expectations for inclusivity -Specific responsibility expectations.</p>	<p><i>Students will be skilled at</i> Identifying rules of the classroom Identifying behavioral expectations Identifying expectations pertaining to personal responsibility in the classroom.</p>
Stage 2 Evidence		
Evaluative Criteria	Assessment Evidence	
	<p>PERFORMANCE TASK(S): Students articulate and demonstrate behavioral expectations through practice and classroom conversation.</p>	
	<p>OTHER EVIDENCE: Exit slips, survey, signed expectation sheet, creating a classroom climate rules sheet.</p>	
Stage 3 Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		
<i>Lesson 1</i>	<i>Focus : Intro to classroom rules, policies, and guidelines</i>	Standard: S4.M1. 6-8

Lesson 2

Focus: If necessary a second class elaborating on the rules, policies, and guidelines

Standard: S4.M1. 6-8

GRADE 6 Games and Sports: Invasion Games (Ultimate Ball, Ultimate Frisbee, Ultimate Football)		
Stage 1 Desired Results		
<p>ESTABLISHED GOALS/STANDARDS</p> <p>Shape America Standards:</p> <p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>-Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)</p> <p>-Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)</p> <p>-Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. (S1.M7.6)</p> <p>Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>-Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)</p> <p>-Executes at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. (S2.M2.6)</p>	Transfer	
	<p><i>Students will be able to demonstrate competency in a variety of movement patterns as well as apply knowledge of concepts, principles, tactics, and strategies related to the sports of ultimate ball, ultimate frisbee, ultimate football, and or similar game.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p>Students will understand that...</p> <p>-To be successful in games and sports one must apply strategies and tactics.</p> <p>-To be successful in games and sports one must practice foundational movement skills/ patterns necessary to the specific sport.</p> <p>-With practice and intention everyone can become better.</p>	<p>ESSENTIAL QUESTIONS</p> <p>What are offensive ways to create space if you are the person with the ball/object?</p> <p>What are offensive ways to create space if you don't have the ball or object?</p> <p>What are defensive strategies for denying a pass?</p> <p>What is a lead pass?</p> <p>What does using the length and width of the field mean?</p> <p>Why is it important to transition quickly from offense to defense and vice versa.</p>
	Acquisition	
<p><i>Students will know</i></p> <p>-how to execute a proper lead pass.</p> <p>-how to use pivots, fakes, give and go as offensive tactics.</p> <p>-how to identify and apply movement locomotor movements such as change of direction, varying pathways, and speed to create open space when they don't have the ball.</p> <p>-how to identify defensive strategies to deny the ball or make the task of the offensive team more difficult.</p> <p>-Identify the importance of transitioning from offense to defense quickly.</p>	<p><i>Students will be skilled at</i></p> <p>-throwing from a stationary position to a moving target.</p> <p>-utilizing lead passes.</p> <p>-performing pivots, fakes, and jab steps to create open.</p> <p>-using locomotor movements to get away from defenders to become open such as moving without the ball.</p> <p>- understanding the importance of using the width and length of the field/court.</p> <p>-reducing open space by denying the catch on pass.</p> <p>-transitioning from offense to defense quickly.</p>	

<p>-Creates open space by using the width and length of the field/court on offense. (S2.M3.6)</p> <p>-Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)</p> <p>-Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)</p> <p>-Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)</p>		
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Stage 2 Evidence

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S): Students will participate in small sided games and drills that require them to perform skills and movement concepts as well as exhibit tactics and strategies necessary for the specific sport. The teacher will create a rubric which analyzes each student's ability to apply knowledge learned to the small sided games and drills.</p>
	<p>OTHER EVIDENCE: Exit slips, classroom conversation, classroom observation, homework, etc.</p>

Resources:

Stage 3 Learning Plan

Summary of Key Learning Events and Instruction

<i>Lesson 1</i>	<i>Focus: Practicing Lead Passes</i>	Standard: (S1.M5.6)
<i>Lesson 2</i>	<i>Focus: Practicing Pivots, Fakes, Give and Goes, jab steps</i>	Standard: (S1.M6.6)
<i>Lesson 3</i>	<i>Focus: creating open space by moving off of the ball/object</i>	Standard: (S2.M1.6)
<i>Lesson 4</i>	<i>Focus: Creating open space by changing speed, direction, pathways.</i>	Standard: (S2.M1.6)

<i>Lesson 5</i>	<i>Focus: Reducing open space on defense by making the body larger/reducing pass angles.</i>	Standard: (S2.M4.6)
<i>Lesson 6</i>	<i>Focus: Reducing open space on defense by denying the catch</i>	Standard: (S2.M5.6)
<i>Lesson 7</i>	<i>Focus : Transitioning from offense to defense quickly.</i>	Standard: (S2.M6.6)
<i>Lesson 8</i>	<i>Focus: Small Sided games with a focus on all tactics and skills</i>	Standard: See Above Standards
<i>Lesson 9</i>	<i>Focus: Small Sided games with a focus on all tactics and skills</i>	Standard: See Above Standards
<i>Lesson 10</i>	<i>Focus: Performance assessment which incorporates and assesses students on skills and tactics learned throughout unit.</i>	Standard: See Above Standards

GRADE 6 Games and Sports - Net/Wall Games (table tennis, handball, squash/wall tennis, racketball, 4 square tennis.)		
Stage 1 Desired Results		
<p>ESTABLISHED GOALS/STANDARDS</p> <p>Shape America Standards:</p> <p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>-Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball. (S1.M12.6)</p> <p>-Strikes with a mature overhand pattern in a non dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.6)</p> <p>-Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis. (S1.M14.6)</p> <p>-Transfers weight with correct timing for the striking pattern. (S1.M15.6)</p> <p>-Forehand-volleys with a mature form and control using a short-handled implement. (S1.M16.6)</p> <p>-Two-hand-volleys with control in a variety of practice tasks. (S1.M17.6)</p> <p>-Identifies the rules and etiquette for physical activities/games and dance activities. (S4.M6.6)</p>	Transfer	
	<p><i>Students will be able to demonstrate competency in the following motor skills: underhand serve, overhand striking, forehand and backhand strokes, forehand volleys, and two handed volleys through participation in games/sports that include short handled rackets or use of the hands as a striking implement.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p>Students will understand that...</p> <p>-Proper mechanics allow for an individual to be more successful in a variety of motor skills.</p> <p>-with practice people become better at motor skills and movement patterns.</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> - What are the rules for (insert specific sport)? - Why are rules important when playing sports? - Why is etiquette important when playing sports? - What are the proper mechanics of an underhand serve in the sport of...? - Why are the proper mechanics important for being successful?
Acquisition		
	<p><i>Students will know</i></p> <ul style="list-style-type: none"> -the rules of specific racket sports taught in PE class. -the mechanics of various shots used in the sports taught. - with practice comes more success. - etiquette of participating in net/wall games. 	<p><i>Students will be skilled at</i></p> <ul style="list-style-type: none"> -Underhand serves -overhand strikes -forehand and backhand strokes -Transferring weight with correct timing and striking pattern. -forehand volleys -two handed volleys

Stage 2 Evidence		
Evaluative Criteria	Assessment Evidence	
	PERFORMANCE TASK(S): Students will perform the following shots in a summative assessment; <i>underhand serve, overhand striking, forehand and backhand strokes, forehand volleys, and two handed volleys</i> . By doing so students will demonstrate competency in the motor skills/movement patterns above.	
	OTHER EVIDENCE: Demonstration of proper etiquette Demonstration of rules of the sports/games Classroom conversations/articulation of proper mechanics	
Stage 3 Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		
<i>Lesson 1</i>	<i>Focus: Intro to net/wall games and mechanics of various shots involved in the selected activity.</i>	Standard:
<i>Lesson 2</i>	<i>Focus: Underhand serve</i>	Standard: (S1.M12.6)
<i>Lesson 3</i>	<i>Focus: Overhand strikes</i>	Standard: (S1.M13.6)
<i>Lesson 4</i>	<i>Focus: Forehand and backhand strokes</i>	Standard: (S1.M14.6) (S1.M15.6)
<i>Lesson 5</i>	<i>Focus: Volleys</i>	Standard: (S1.M16.6)
<i>Lesson 6</i>	<i>Focus: Practice in game play</i>	Standard: (S4.M6.6) + Standards above
<i>Lesson 7</i>	<i>Focus: Practice in game play</i>	Standard: (S4.M6.6) + Standards Above
<i>Lesson 8</i>	<i>Focus: Summative Assessment of motor skills/movement patterns</i>	Standard: (S4.M6.6) + Standards above

GRADE 6 Rhythm, Dance, and Creative Movement		
Stage 1 Desired Results		
<p>ESTABLISHED GOALS/STANDARDS Shape America Standards:</p> <p>Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6)</p> <p>Varies application of force during dance or gymnastic activities. (S2.M12.6)</p> <p>Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)</p>	Transfer	
	<i>Students will be able to vary application of force during dance or gymnastics activities in order to demonstrate correct rhythm and pattern for a specific dance form (folk, creative, world, line, etc.)</i>	
	Meaning	
	<p>UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> -Dance/creative movement is a tremendous form of exercise which can increase health physically, mentally, emotionally, and socially. - There are numerous concepts of force and energy applied to dance such as momentum, velocity, balance, etc. - rhythm and patterns are specific to varying dances and in order to perform a dance correctly one must understand the rhythm and pattern. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> -What are positive emotional effects of dance/creative movement? -What are positive physical effects of dance/movement? -What are positive social effects of dance/movement? -What is momentum? -What is velocity? -What is balance? -How are all of these concepts of force applied to dance? - Why is rhythm and the understanding of it essential to successfully performing dances or movement patterns?
	Acquisition	
<p><i>Students will know</i></p> <ul style="list-style-type: none"> -Rhythm and patterns of a specific movement or dance form. -the positive physical, social, and mental outcomes of dance/creative movement. 	<p><i>Students will be skilled at</i></p> <ul style="list-style-type: none"> -varying application of force during a routine to be successful. -demonstrating proper rhythm and pattern of a specific sequence. -identifying positive outcomes of dance and creative movement. 	
Stage 2 Evidence		
Evaluative Criteria	Assessment Evidence	
	<p>PERFORMANCE TASK(S): Perform a dance or movement routine while demonstrating correct rhythm and pattern. Articulate/describe the positive benefits of dance (physically, emotionally, socially) in written or verbal form.</p>	
	<p>OTHER EVIDENCE: Demonstration of varying use of force during dance and gymnastics.</p>	

Resources:	Dance Vocabulary: http://www.kqed.org/assets/pdf/arts/programs/spark/dancevocab.pdf	
Stage 3 Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		
<i>Lesson 1</i>	<i>Introduction to dance and why dance is important physically, mentally, socially.</i>	Standard: (S5.M2.6)
<i>Lesson 2</i>	<i>Review of force as applied to movements. Definition of force, and energy and practice of those skills in class.</i>	Standard: (S2.M12.6)
<i>Lesson 3</i>	<i>Review of rhythm and Patterns associated with a teacher selected dance.</i>	Standard: (S1.M1.6)
<i>Lesson 4</i>	<i>Practice Day 1: teacher selected dance</i>	Standard: (S1.M1.6)
<i>Lesson 5</i>	<i>Practice Day 2: teacher selected dance or movement</i>	Standard: (S1.M1.6)
<i>Lesson 6</i>	<i>Practice Day 3: Teacher selected dance of movement.</i>	Standard: (S1.M1.6)
<i>Lesson 7</i>	<i>Performance of the teacher selected dance or movement concept.</i>	Standard: (S1.M1.6)

GRADE 6 Fitness and Healthy Body		
Stage 1 Desired Results		
<p>ESTABLISHED GOALS/STANDARDS Shape America Standards:</p> <p>Describes how being physically active leads to a healthy body. (S3.M1.6)</p> <p>Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics and aerobic dance. (S3.M3.6)</p> <p>Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution® or Wii Fit®. (S3.M4.6)</p> <p>Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6)</p> <p>Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6)</p> <p>Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.15 (S3.M13.6)</p> <p>Identifies major muscles used in selected physical activities.(S3.M14.6)</p> <p>Designs and implements a program of remediation for any areas of weakness based</p>	Transfer	
	<p><i>Students will able to apply knowledge and skills related to maintaining and enhancing physical fitness outside of physical education class.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS Students will understand that... -Physical activity leads to a healthy body -there are a variety of types of aerobic exercises -physical abilities can change with hard work and specific modifications</p>	<p>ESSENTIAL QUESTIONS What is aerobic exercise? What is anaerobic exercise? What is muscular endurance? How do exercises and being physically active impact our body? How does resting heart rate relate to aerobic fitness? What are the major muscles being used during...? What are examples of aerobic exercises? How can we evaluate our fitness scores and make modifications to improve on our scores for the future?</p>
Acquisition		
	<p><i>Students will know</i> -Aerobic fitness is the amount of oxygen in the blood pumped by the heart and transported to the working muscles, as well as the muscles efficiency in using that oxygen. -major muscles/groups used in exercise. -Aerobic exercise vs. anaerobic -muscular strength vs. muscular endurance -define resting heart rate and the relationship it has on aerobic fitness.</p>	<p><i>Students will be skilled at</i> Identifying a variety of aerobic exercises. Identifying muscle groups used during specific exercises. Differentiating between types of exercise. Implementing an individual plan for improvement. Describing how physical activity can lead to a healthy body.</p>

on the results of health-related fitness assessment. (S3.M15.6)		
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Stage 2 Evidence

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): Students design a remediation program to improve scores on fitness tests Students articulate the importance of physical fitness on physical and mental health in essay, poster, presentation, speech, etc.
	OTHER EVIDENCE: Demonstration of knowledge of major muscle being used Students are active for a set time standards/meeting heart rate expectations.

Stage 3 Learning Plan

Summary of Key Learning Events and Instruction

<i>Lesson 1</i>	<i>Focus: Intro to aerobic activity/Heart Rate/Health impacts</i>	Standard: (S3.M1.6) (S3.M13.6)
<i>Lesson 2</i>	<i>Focus: Participating in a variety of aerobic activity Part 1</i>	Standard: (S3.M3.6)
<i>Lesson 3</i>	<i>Focus: Participating in a variety of aerobic activity Part 2</i>	Standard:(S3.M4.6)
<i>Lesson 4</i>	<i>Focus: Aerobic vs. Anaerobic Muscular strength vs. endurance</i>	Standard: (S3.M10.6)
<i>Lesson 5</i>	<i>Focus: Identification of major muscle groups used in physical activities</i>	Standard: (S3.M14.6)
<i>Lesson 6</i>	<i>Focus: Designs a program of remediation based on areas of weakness in healthy fitness tests</i>	Standard: (S3.M15.6)