

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 7 Sports and Games (invasion games) (Flicker, Tchoukball, Team Handball)		
Stage 1 Desired Results		
Shape America Standards: Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. -Throws, while moving, a leading pass to a moving receiver. (S1.M5.7) -Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7) -Performs the following offensive skills with defensive pressure: pivot, give & go, and fakes. (S1.M7.7) -Shoots on goal with power and accuracy in small-sided game play. (S1.M10.7) Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. -Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7) -Executes at least 2 of the follow-	Transfer	
	<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 flicker, Tchouckball, Team handball and or similar game.</i>	
	Meaning	
	UNDERSTANDINGS Students will understand that... -To be successful in games and sports one must apply strategies and tactics. -To be successful in games and sports one must practice foundational movement skills/ patterns necessary to the specific sport. -Foundational skills from previous years are being built upon to increase competency. -With practice and intention everyone can become better.	ESSENTIAL QUESTIONS What are the various passes you could use to be successful in gameplay? What situations would you use jab steps, pivots, fakes, etc? Why is accuracy important when shooting? Why is power important when shooting? How do we balance power and accuracy when shooting? When shadowing an offensive player what should happen when the offensive player is in a dangerous attacking position close to the goal you are defending? What happens when they are not in a dangerous position? How can one anticipate a pass or shot on defense? How can teams utilize communication and playing quickly to create quick and successful transitions from offense to defense.
Acquisition		
<i>Students will know</i> -How to shoot with power and accuracy at a target. -how to throw a variety of successful passes to a moving target while moving. -how to utilize offensive strategies on and off the ball to be successful such as recognizing passing lanes and cutting quickly to fill them. -anticipating passes on defense to intercept and deflect.	<i>Students will be skilled at</i> -Throwing a proper pass (variety of passes) while moving to a moving target. -performing pivots, faces, and jab steps to create open while under pressure from defender. -shooting on goal with power and accuracy in small sided games. -utilizing cutting and passing quickly to create open space.	

<p>ing offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. (S2.M2.7)</p> <p>-Creates open space by staying spread on offense, and cutting and passing quickly. (S2.M3.7)</p> <p>-Reduces open space on defense by staying close to the opponent as he/ she nears the goal. (S2.M4.7)</p> <p>-Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.7)</p> <p>-Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)</p>	<p>-how to close space as a defender by not giving the offensive player any room when in a dangerous position.</p>	<p>-staying close to opponents (shadowing) as a defensive strategy.</p> <p>-Anticipating passes in order to intercept/deflect.</p> <p>-transitioning from offense to defense quickly by utilizing communication and quick movements with teammates.</p>
--	--	---

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: Passing to a moving target while moving</i>	Standard: (S1.M5.7)
-----------------	---	---------------------

<i>Lesson 2</i>	<i>Focus: Utilizing fakes, jabs, etc. to create space as the passer</i>	Standard: . (S1.M6.7)
<i>Lesson 3</i>	<i>Focus: Shooting with accuracy and power.</i>	Standard: (S1.M10.7)
<i>Lesson 4</i>	<i>Focus: Cutting and passing quickly</i>	Standard: (S2.M3.7)
<i>Lesson 5</i>	<i>Focus: Closing space on offensive player when they near the goal.</i>	Standard: (S2.M4.7)
<i>Lesson 6</i>	<i>Focus: Anticipation and denial of passes on defense.</i>	Standard: (S2.M5.7)
<i>Lesson 7</i>	<i>Focus: Communication on offense and defense to improve quick transitions from offense to defense and vice versa.</i>	Standard: (S2.M6.7)
<i>Lesson 8</i>	<i>Focus: Small sided games with focus on tactics and skills above</i>	Standard: See above standards
<i>Lesson 9</i>	<i>Focus: Small sided games with focus on tactics and skills above</i>	Standard: See Above Standards
<i>Lesson 10</i>	<i>Focus: Performance task assessment which incorporates and assesses students on skills and tactics learned throughout unit.</i>	Standard: See above standards

GRADE 7 Games and Sports - Net/Wall Games (Pickleball/Tennis/ <i>badminton (only if not used in 8th grade)</i>)		
Stage 1 Desired Results		
<p>ESTABLISHED GOALS/STANDARDS Shape America Standards:</p> <p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>-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. (S1.M12.7)</p> <p>-Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.7)</p> <p>-Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.M14.7)</p> <p>-Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side. (S1.M15.7)</p> <p>-Forehand- and backhand-volleys with a mature form and control using a short-handled implement. (S1.M16.7)</p> <p>-Two-hand-volleys with control in a dynamic environment. (S1.M17.7)</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/movement patterns in a dynamic environment; overhand striking, forehand and backhand strokes, forehand and backhand volleys, two handed volleys.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS 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>-When a sport or activity becomes more dynamic it can be more enjoyable and potentially more difficult. Having the proper foundation allows individuals to flourish in a more dynamic setting.</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> <p>-the rules of specific racket sports taught in PE class.</p> <p>-the mechanics of various shots used in the sports taught.</p> <p>- with practice comes more success.</p> <p>- etiquette of participating in net/wall games.</p>	<p><i>Students will be skilled at</i></p> <p>-Underhand serves</p> <p>-overhand strikes</p> <p>-forehand and backhand strokes</p> <p>-Transferring weight with correct timing and striking pattern.</p> <p>-forehand volleys</p> <p>-two handed volleys</p> <p>-All of these should be mastered in a more dynamic environment than the previous years.</p>

Stage 2 Evidence		
Evaluative Criteria	Assessment Evidence	
	PERFORMANCE TASK(S): Students will perform the following shots in a summative assessment in a dynamic setting; <i>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: serving</i>	Standard: (S1.M12.7)
<i>Lesson 3</i>	<i>Focus: Overhand strikes</i>	Standard: (S1.M13.7)
<i>Lesson 4</i>	<i>Focus: Forehand and backhand strokes</i>	Standard (S1.M16.7), (S1.M15.7)
<i>Lesson 5</i>	<i>Focus: Volleys</i>	Standard (S1.M17.7)
<i>Lesson 6</i>	<i>Practice in game play</i>	Standard (S4.M6.6)
<i>Lesson7</i>	<i>Practice in game play</i>	Standard (S4.M6.6)
<i>Lesson 8</i>	<i>Summative Assessment of motor skills/movement patterns</i>	Standard See above standards.

GRADE 7 Rhythm, Dance, and Creative Movement		
Stage 1 Desired Results		
<p>ESTABLISHED GOALS/STANDARDS Shape America Standards:</p> <p>Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7)</p> <p>Identifies and applies Newton's laws of motion to various dance or movement activities. (S2.M12.7)</p> <p>Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)</p>	Transfer	
	<p><i>Students will be able to identify and apply Newton's laws of motion in performing a new dance or movement routine</i></p>	
	Meaning	
	<p>UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> -Dance and movement have positive mental and emotional effects. -Newton's laws of motion apply to the human body and dance and movement concepts. -correct rhythm and pattern are essential to successfully perform a dance or creative movement routine. 	<p>ESSENTIAL QUESTIONS</p> <p>What are positive emotional and mental outcomes of dancing or creative movement? What are Newton's laws of motion? How do Newton's laws of motion apply to the dance routine you are practicing? Describe the rhythm, pattern of the dance we are practicing?</p>
Acquisition		
	<p><i>Students will know</i> <i>Newton's laws of motion</i> <i>Correct rhythm and patterns or a dance routine or creative movement selected by the teacher.</i></p>	<p><i>Students will be skilled at</i></p> <ul style="list-style-type: none"> -Identifying the law of motion applied to the movements they are practicing. -Reflecting on positive mental and emotional outcomes of dance and creative movement. -demonstrating correct rhythm and pattern while performing a selected dance.
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 Newton's laws of motion applied to their dance/movement routine.</p>	
	<p>OTHER EVIDENCE: Identifying positive outcomes of dance/creative movement</p>	
Resources	Newton's laws of motion: http://csep10.phys.utk.edu/astr161/lect/history/newton3laws.html	
Stage 3 Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		
<i>Lesson 1</i>	<i>Focus: Review of positive outcomes of dance (emotional and mental)</i>	Standard: (S5.M2.7)

<i>Lesson 2</i>	<i>Focus: Review of Newton's laws of motion and how they apply to dance.</i>	Standard: (S2.M12.7)
<i>Lesson 3</i>	<i>Focus: Practice day 1: Teacher selected dance</i>	Standard: (S1.M1.7)
<i>Lesson 4</i>	<i>Focus: Practice day 2: Teacher selected dance</i>	Standard: (S1.M1.7)
<i>Lesson 5</i>	<i>Focus: Practice day 3: Teacher selected dance</i>	Standard: (S1.M1.7)
<i>Lesson 6</i>	<i>Focus: Practice day 4: Teacher selected dance</i>	Standard: (S1.M1.7)
<i>Lesson 7</i>	<i>Focus: Performance of the dance/movement concept.</i>	Standard: (S1.M1.7)

GRADE 7 Fitness and Healthy Body		
Stage 1 Desired Results		
ESTABLISHED GOALS/STANDARDS Shape America Standards: -Distinguishes between health-related and skill-related fitness. (S3.M7.7) -Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week. (S3.M6.7) -Participates in a variety of strength- and endurance-fitness activities such as weight or resistance training. (S3.M4.7) -Describes and demonstrates the difference between dynamic and static stretches.12 (S3.M9.7) Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. (S3.M13.7) Designs a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.7)	Transfer	
	<i>Students will be able apply knowledge, physical fitness concepts and exercise intensity to demonstrate ways to enhance and maintain a healthy lifestyle.</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> -There is a difference between health related physical fitness and sport related fitness. -muscular strength and endurance are essential for long term health. -dynamic and static stretching are different, and can have different outcomes. -Exercise intensity is important, and knowing how to evaluate intensity is essential for creating the proper self-specific work outs. -Cool downs and warm ups are important components to preventing injuries.	ESSENTIAL QUESTIONS What is the difference between health-related and skill-related fitness What is the difference between static and dynamic stretching? Why are each important? -What is the RPE Scale -Why is exercise intensity crucial in providing health results? -How and why should warm up and cool downs be specific to exercise and physical activity?
	Acquisition	
	<i>Students will know</i> -the difference between skill-related and health related fitness -a variety of exercises that increase strength and endurance fitness. -a variety of activities that provide muscle and bone strength. -levels of intensity affect the outcomes of exercise. -How to use the RPE scale.	<i>Students will be skilled at</i> -Identifying sport related physical fitness components. -Identifying health related physical fitness components. -using the RPE scale. -Designing warm up and cool downs specific to physical activity.
Stage 2 Evidence		
Evaluative Criteria	Assessment Evidence	
	PERFORMANCE TASK(S): <i>Evaluation of the students ability to apply knowledge of the RPE scale of intensity, exercise concepts, and specificity to create a warm up/cool down regimen for a self-selected activity.</i>	
	OTHER EVIDENCE: Observations	

Exercise journals
Exit slips
Class projects

Stage 3 Learning Plan

Summary of Key Learning Events and Instruction

<i>Lesson 1</i>	Focus: Distinguishing between health related fitness and skill related fitness-	Standard: (S3.M7.7)
<i>Lesson 2</i>	Focus: Participates in moderate to vigorous muscle- and bone-strengthening physical	Standard: (S3.M6.7)
<i>Lesson 3</i>	Focus: Strength/Endurance training exercises	Standard: (S3.M4.7)
<i>Lesson 4</i>	Focus: Dynamic stretching vs static stretching	Standard: (S3.M9.7)
<i>Lesson 5</i>	Focus: RPE Scale to determine workout intensity- Workout Design	Standard: (S3.M13.7)
<i>Lesson 6</i>	Focus: Warm up and cool down Design	Standard: (S3.M12.7)