

Taylor Middle School

Physical Education Curriculum Map

Adopted: 2016-2017

Taylor Middle School Physical Education Curriculum Map

Table of Contents

Scope and Purpose.....	2
Department Mission and Vision.....	2
Overarching State Standards.....	3
6th Grade Course Information.....	4
6th Grade Course Introduction.....	4
6th Grade Course Descriptions.....	5
6th Grade Course State Standards.....	6
6th Grade Course Syllabus.....	8
7th Grade Course Information.....	10
7th Grade Course Introduction.....	10
7th Grade Course Descriptions.....	11
7th Grade Course State Standards.....	12
7th Grade Course Syllabus.....	15
8th Grade Course Information.....	17
8th Grade Course Introduction.....	17
8th Grade Course Descriptions.....	18
8th Grade Course State Standards.....	19
8th Grade Course Syllabus.....	22
Curriculum Map and Pacing Guide.....	24
Student Assessment.....	39
Teaching Methodology.....	40
Department Supporting Documents.....	41
Department Norms.....	41
Department SMART Goal.....	41
Physical Education Department Facilities Matrix.....	41

Physical Education Scope and Purpose - “Californian’s Healthy Lifestyles Begins with PE”

*California is a land of almost limitless opportunity for physical activity. The ocean, lakes, and rivers offer opportunities for swimming and boating; the warm climate offers year-round access to individual, dual, and team sports; the mountains provide opportunities for hiking, orienteering, and snowboarding; and public recreation programs and private businesses offer opportunities for self-defense, martial arts, fitness, dance, and other physical activities. With this diverse climate and geography, Californians can snow ski in the morning and surf in the afternoon. **Because of the richness of the opportunities for physical activities, California is often viewed as a leader in the number of adults who live healthy lifestyles.** Yet California children are at risk of developing hypokinetic diseases. This trend must be reversed, and one important step in that direction is the development and implementation of a standards-based physical education curriculum.*

*Physical education contributes significantly to every student’s health and well-being. Physical education is an instructional priority for California schools. Every student—regardless of disability, ethnicity, gender, native language, race, religion, or sexual orientation—is entitled to a high-quality physical education program. **Physical education is an integral part of the overall education program for every student and provides one of the few opportunities for every student to develop the skills, knowledge, and confidence necessary to lead a physically active lifestyle.** A high-quality physical education program promotes an active lifestyle and improved health, motor skill development, and better cognitive performance (Etnier and Sibley 2003; Etnier et al. 1997). Daily physical education for all students is recommended by numerous national associations, including the Centers for Disease Control and Prevention, the National Association for Sport and Physical Education, the National Association for State Boards of Education, the American Academy of Pediatrics, and the American Heart Association, and is noted in Healthy People 2010. (California Department of Education Physical Education Framework)*

Taylor Middle School Physical Education Department - Mission Statement

The mission of the Taylor Middle School Physical Education Department, as reflected in the California State Framework for Physical Education, is to develop a physically educated person who has mastered the necessary movement skills to participate confidently in many different forms of physical activity, values physical fitness, and understands that both are intimately related to health and well-being.

Taylor Middle School Physical Education Department - Vision Statement

The Taylor Middle School Physical Education Department believes the quality and productivity of each individual’s life is enhanced through participation in a comprehensive physical education program that promotes the optimal growth and development in their physical, mental,

emotional, and social well being. A developmentally appropriate physical education program empowers students to make wise choices, meet challenges, and exhibit positive behaviors in lifelong fitness and movement activity.

Overarching Standards (CA PE Framework): What should students be able to do and know?

The five overarching model content standards for elementary and middle school students are as follows:

- Overarching Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Overarching Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Overarching Standard 3:** Students assess and maintain a level of physical fitness to improve health and performance.
- Overarching Standard 4:** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Overarching Standard 5:** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Grade Six Physical Education

(CDE Physical Education Framework; Long Beach Unified School District)

Introduction

Sixth-grade students are rapidly entering adolescence and experiencing numerous physical changes. This is the beginning of a two- to three-year growth spurt for some students that can account for 20 percent of their eventual adult stature. The heart and lungs are also increasing in size and capacity proportionate to height and weight gains. Students enjoy being active, engaging in fitness activities, assessing their own fitness levels, and creating personal fitness plans. Students at this stage can combine various skills in cooperative activities. The focus now shifts to providing students with experiences that help them transition from using the proper form for fundamental movement skills to sport-skill learning.

Sixth-grade students can be easily distracted from learning experiences because of the mental, social, and emotional changes that they are experiencing. Physical Education at Taylor Middle School provides students a great opportunity to exercise and compete, laugh and play with some freedom not necessarily allowed on a general education classroom.

Students in sixth grade are more independent in thought and action than younger students. They are also more likely to seek out new challenges in individual and group activities and to test the limits of acceptable behavior. They are, however, capable of respecting the performance of others and providing appropriate feedback. Cooperation is an important social skill for this age group, including cooperation with opponents in game settings. Students also learn cooperation that facilitates development of motor skills.

Activities articulated in this curriculum map will span the grade levels, whichever of these one student experiences in 6th grade, may be experienced by another in 7th grade or 8th grade, depending on the trajectory of teachers the student is assigned. Taylor Middle School Physical Education provides students a comprehensive approach to three years of physical activity, sport, and fitness.

Grade 6 Course Information

Course Code	PE06	Department	Physical Education		
Course Title	Physical Education Grade 6				
Short Title	PE 6		Grade Level	6	
Course Length	1 Year	Required	X	Elective	
Prerequisites	None				

Grade 6 Course Description

This course provides students the opportunity to learn through a developmentally appropriate, physical education program aligned with the Physical Education Model Content Standards for California Public Schools. In 6th grade, the content standards emphasize working cooperatively to achieve a common goal. The focus of this course may include, but is not limited to, the development of movement skill combinations and movement skill knowledge; the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity may include but are not limited to: physical fitness (activities and assessment, concepts, development and maintenance); cooperative activities; throwing and catching skills and lead-up games (team handball and/or flag football); volleying skills and lead-up games (volley tennis and/or small-sided volleyball games); racket skills and lead-up games (paddle tennis, pickle ball, or tennis); dribbling skills (hand dribble and foot dribble) and lead-up games (3-on-3 basketball and small-sided soccer games); folk and line dance.

Grade 6 CALIFORNIA Physical Education CONTENT STANDARDS

Manipulative Skills

- 1.1 Volley an object repeatedly with a partner using the forearm pass. □
- 1.2 Strike a ball continuously to a wall or a partner with a paddle using forehand and backhand movement patterns.
- 1.3 Strike an object consistently using a body part or implement so that it travels in an intended direction and height. □
- 1.4 Dribble and pass a ball to a partner while being guarded. □
- 1.5 Throw an object with accuracy and force using the underhand, overhand, and sidearm movement □(throw) patterns. □

Rhythmic Skills

- 1.6 Perform folk and line dances. □
- 1.7 Develop, refine, and demonstrate routines to music. □

Combinations of Movement Patterns and Skills

- 1.8 Combine relationships, levels, speed, direction, and pathways in complex individual and group □physical activities. □
- 1.9 Combine motor skills to play a lead-up or modified game. □
- 1.10 Design and perform stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, □and weight transfer into smooth, flowing sequences. □

Movement Concepts

- 2.1 Explain how to increase the force of a throw based on biomechanical principles. □
- 2.2 Explain how force is absorbed by changing time and distance. □
- 2.3 Analyze and correct errors in movement patterns. □
- 2.4 Provide feedback to a partner to assist in the development and improvement of movement skills. □
- 2.5 Identify practices and procedures necessary for safe participation in physical activities. □

Manipulative Skills

- 2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass. □
- 2.7 Identify how much time is necessary to prepare for and begin a forehand and backhand swing. □
- 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body □part at the time of contact. □
- 2.9 Identify opportunities to pass or dribble while being guarded. □

Rhythmic Skills

2.10 Identify steps and rhythm patterns for folk and line dances. □

2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity. Combination of Movement Patterns and Skills □

2.12 Develop and teach another a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy.

Fitness

3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using □the State-mandated fitness test and/or other research-based fitness assessment tools. □

3.2 Compare individual physical fitness results with research-based standards for good health. □

3.3 Develop individual goals for muscle strength, muscle endurance, flexibility, aerobic capacity, and □body composition. □

3.4 Participate in moderate to vigorous physical activity a minimum of 4 days per week. □

3.5 Measure and evaluate changes in physical fitness based on physical activity patterns. □

3.6 Monitor heart rate intensity during physical activity. □

4.1 Distinguish between effective and ineffective warm-up and cool-down techniques. □

4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of □physical activities for each component of physical fitness. □

4.3 Identify contraindicated exercises and their adverse effects on the body. □

4.4 Classify physical activities as being aerobic or anaerobic. □

4.5 4.6 4.7 Explain methods of monitoring heart rate intensity; List the long-term benefits of participation in regular physical; activity. □Compile and analyze a log listing food intake/calories consumed and energy expended through physical activity.

Self Responsibility

5.1 Participate productively in group physical activities. □

5.2 Evaluate individual responsibility in group efforts. □

Social Interaction □

5.3 Identify and define the role of each participant in a cooperative physical activity.

Group Dynamics

5.4 Identify and agree upon a common goal while participating in a cooperative physical activity. □

5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to □consensus on the best solution. □

Grade Six Physical Education Course Syllabus

A course syllabus plays an important role in the communication of course expectations to students at the commencement of a school year, and to parents at Back to School and Open House events on our school campus. While the course syllabus is a document produced by individual teachers for their courses of study, it is important that all course syllabi have common elements that are found in all department literature. In most cases, the presentation of the contents of this Physical Education Curriculum Map should be presented exactly as stated in this curriculum document, so as to communicate consistently the goals and objectives of the department to especially parents, staff, and community groups. That being said, it is the jurisdiction of each and every teacher to modify the language found within this curriculum document for the purposes of presenting information to students in the context of the introduction of the course.

The common elements of a sixth grade Physical Education course syllabus are as follows:

1. **Course Introduction.** The statement listed above in this curriculum document may be used as written, or the teacher might capture the essence of the course introduction but place those essential elements in 'student-friendly' language.
2. **Department Mission and Vision (Course Philosophy).** The statements listed above in this curriculum document may be used as written, or the teacher might capture the essence of the department mission and vision but place those essential elements in 'student-friendly' language.
3. **Overarching State Standards (Goals and Objectives).** The overarching state standards listed above should be reflected to students as overall course objectives, where students must be able to understand and communicate the purpose of physical education instruction in the state of California. It is noted that student-friendly language may again be used in replace of the language found above, as long as the essential elements of the standards are articulated. The course goals and objectives should include "HAVE FUN!" as one of the key elements of our work with students on the courts and the fields!
4. **Course Description.** The course description included in this curriculum document should be stated in any grade level syllabus document whether being presented to students or parents.
5. **Applicable Grade Level State Standards.** The specific grade level state standards listed above should be reflected to students as course objectives, where students must be able to understand and communicate the organization of their physical education grade level instruction. It is noted that student-friendly language may again be used in replace of the language found above, or an abbreviated version may be employed, as long as the essential elements of the standards are articulated.

6. **Dress Code.** The dress code for physical education shall include the following information: 1) Taylor reversible shirt, 2) Taylor shorts, 3) White athletic shorts, 4) Non-marking athletic shoes; sweatpants and sweatshirts are optional and may be worn, but for hygiene purposes the Taylor uniform must always be worn underneath. Sweats need to be red, white or grey; all students are required to dress out for PE; student who have forgotten their clothing will be required to wear “loaners” (shirts and shorts donated by Taylor graduates).
7. **Medical Notes.** A parent may write a note excusing their child for up to 3 consecutive days. It needs to be signed, dated, the nature of the problem, and specify how many days. A doctor’s note is required for anything beyond 3 days. Please have the physician state the injury or illness, and the date the student may return to participate in the activities.
8. **The Mile.** Typically run on Wednesdays, “The Mile” grade is based on effort, times related to ability, and potential and improvement, with effort being the most important component.
9. **Health Requirement.** There is no health requirement for sixth grade students, only for 7th and 8th grade students.
10. **Grading System.** Final report cards are based on two components: physical education activities and the mile run. The physical education portion of the grade is based on effort, sportsmanship, teamwork, behavior, participation and attitude.
11. **Home-School Communications.** Students grades and attendance are reported at the Marking Period Report Cards for all students, and for students earning C- or below at the Progress Reports. Communication between teachers and students typically occur via email, or by phone.

Grade Seven Physical Education (CDE Physical Education Framework; Long Beach Unified School District)

Introduction

Seventh-grade students are moving through a critical stage in their development as they become concerned with the changes occurring in their bodies. Accelerated physical development is marked by increases in height, weight, heart size, lung capacity, and muscular strength. The head, hands, and feet of an adolescent attain mature size before the legs, which attain their full length before arms. This uneven muscle and bone development often results in lack of coordination and awkwardness, leading to temporary disruptions or brief regressions in motor skills performance. Seventh-grade students are beginning the transition from the concrete stage to the abstract stage in their cognitive development.

Seventh-grade students are becoming more independent of their parents and increasingly dependent on the approval of their peers. Some students become rebellious toward parents because they want to make decisions for themselves. They like to experience challenges and test their limits. Physical education provides these students with challenging activities in a safe and controlled environment. It is not unusual for students in this age group to display erratic and inconsistent behavior. They are experiencing chemical and hormonal imbalances, which can lead to moodiness, anger, and an acute sensitivity to criticism. However, these students are increasingly able to solve problems and resolve conflicts within a group setting. They are also more likely to express an appreciation for cooperation and fair play as they adhere to group rules. A well-planned physical education program takes into account the importance of the transition from sixth to eighth grade and the rapid physical, social, and emotional changes occurring at this level.

Grade 7 Course Information

Course Code	PE07	Department	Physical Education
Course Title	Physical Education Grade 7		
Short Title	PE 7	Grade Level	7

Course Length	1 Year	Required	X	Elective	
Prerequisites	None				

Grade 7 Course Description

As a result of the natural maturation and physical development stage that 7th grade students are going through, some of the primary focus areas consist of the following: muscular strength, lung capacity, continued development of eye/hand & eye/foot coordination, motor skill performance, flexibility, beginning the transition from the concrete stage to the abstract stage in their cognitive development.

This transition provides the capacity for abstract thinking and metacognition as well as understanding how to anticipate future events and to formulate goals to address those situations emphasize positive attitudes, behaviors and values, maximizing effort in all activities even in those they aren't necessarily enthusiastic about, encouraging teamwork, helping fellow students to improve and succeed, utilizing student modeling to help teach skills, having more advanced students teaching others, stressing the importance of sportsmanship, proper warm-up/stretching techniques and practices aligned with Presidential Physical Fitness Testing. These life skills will prove beneficial throughout these students' futures.

Seventh grade students are becoming more independent of their parents and increasingly dependent on the approval of their peers, often through social media. Some students want to make decisions for themselves. They like to experience challenges and test their limits. Physical Education provides these students with challenging activities in a safe and controlled environment. A well planned Physical Education program takes into account the importance of the transition from 6th to 8th grade and the rapid emotional social and physical changes occurring at this level.

Grade 7 CALIFORNIA Physical Education CONTENT STANDARDS

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Manipulative Skills

- 1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

Rhythmic Skills

- 1.2 Perform multicultural dances.

Combinations of Movement Patterns and Skills

- 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
- 1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.
- 1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.
- 1.6 Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Manipulative Skills

- 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

Movement Concepts

- 2.2 Analyze movement patterns and correct errors.
- 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.

- 2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.
- 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

Combination of Movement Patterns and Skills

- 2.7 Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

- 3.1 Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment.
- 3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity.
- 3.3 Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.
- 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
- 3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.6 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities
- 4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components.
- 4.3 Match personal preferences in physical activities with each of the five components of health-related physical fitness.
- 4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while to body is at rest.

- 4.5 Describe the role of physical activity and nutrition in achieving physical fitness.
- 4.6 Identify and apply the principles of overload in safe, age-appropriate activities.
- 4.7 Explain progression, overload, and specificity as principles of exercise.
- 4.8 Discuss the effect of extremity growth rates on physical fitness.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- 5.2 Accept responsibility for individual improvement.

Social Interaction

- 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.

Group Dynamics

- 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
- 5.5 Identify the responsibilities of a leader in physical activity.

Grade Seven Physical Education Course Syllabus

A course syllabus plays an important role in the communication of course expectations to students at the commencement of a school year, and to parents at Back to School and Open House events on our school campus. While the course syllabus is a document produced by individual teachers for their courses of study, it is important that all course syllabi have common elements that are found in all department literature. In most cases, the presentation of the contents of this Physical Education Curriculum Map should be presented exactly as stated in this curriculum document, so as to communicate consistently the goals and objectives of the department to especially parents, staff, and community groups. That being said, it is the jurisdiction of each and every teacher to modify the language found within this curriculum document for the purposes of presenting information to students in the context of the introduction of the course.

The common elements of a seventh grade Physical Education course syllabus are as follows:

12. **Course Introduction.** The statement listed above in this curriculum document may be used as written, or the teacher might capture the essence of the course introduction but place those essential elements in ‘student-friendly’ language.
13. **Department Mission and Vision (Course Philosophy).** The statements listed above in this curriculum document may be used as written, or the teacher might capture the essence of the department mission and vision but place those essential elements in ‘student-friendly’ language.
14. **Overarching State Standards (Goals and Objectives).** The overarching state standards listed above should be reflected to students as overall course objectives, where students must be able to understand and communicate the purpose of physical education instruction in the state of California. It is noted that student-friendly language may again be used in replace of the language found above, as long as the essential elements of the standards are articulated. The course goals and objectives should include “HAVE FUN!” as one of the key elements of our work with students on the courts and the fields!
15. **Course Description.** The course description included in this curriculum document should be stated in any grade level syllabus document whether being presented to students or parents.
16. **Applicable Grade Level State Standards.** The specific grade level state standards listed above should be reflected to students as course objectives, where students must be able to understand and communicate the organization of their physical education grade level instruction. It is noted that student-friendly language may again be used in replace of the language found above, or an abbreviated version may be employed, as long as the essential elements of the standards are articulated.

17. **Dress Code.** The dress code for physical education shall include the following information: 1) Taylor reversible shirt, 2) Taylor shorts, 3) White athletic shorts, 4) Non-marking athletic shoes; sweatpants and sweatshirts are optional and may be worn, but for hygiene purposes the Taylor uniform must always be worn underneath. Sweats need to be red, white or grey; all students are required to dress out for PE; student who have forgotten their clothing will be required to wear “loaners” (shirts and shorts donated by Taylor graduates).
18. **Medical Notes.** A parent may write a note excusing their child for up to 3 consecutive days. It needs to be signed, dated, the nature of the problem, and specify how many days. A doctor’s note is required for anything beyond 3 days. Please have the physician state the injury or illness, and the date the student may return to participate in the activities.
19. **The Mile.** Typically run on Wednesdays, “The Mile” grade is based on effort, times related to ability, and potential and improvement, with effort being the most important component.
20. **Health Requirement.** Students take a mandatory health and wellness curriculum one day per week during their physical education course.
21. **Grading System.** Final report cards are based on two components: physical education activities and the mile run. The physical education portion of the grade is based on effort, sportsmanship, teamwork, behavior, participation and attitude.
22. **Home-School Communications.** Students grades and attendance are reported at the Marking Period Report Cards for all students, and for students earning C- or below at the Progress Reports. Communication between teachers and students typically occur via email, or by phone.

Grade Eight Physical Education (CDE Physical Education Framework; Long Beach Unified School District)

Eighth-grade students reflect a wide range of individual differences that are inherent to puberty, including height, weight, skill competency, and maturity. Gender differences are becoming more pronounced as males' shoulders grow larger than their hips and as females' hips grow larger than their shoulders. Despite these differences, all students are capable of attaining greater motor achievement and should be encouraged to set realistic personal goals and monitor their own progress.

Eighth-grade students are capable of abstract thinking at this stage of their cognitive development. They can understand and consider several aspects of a problem simultaneously. Skills such as logical thought, deductive reasoning, and systematic planning also emerge during this stage. With these emerging cognitive skills, students successfully engage in modified team sports and learn the complexities of offensive and defensive team strategies. Eighth-grade students also plan alternative activities for their personal fitness plan, so that they are prepared for inclement weather or injury.

Eighth-grade students are searching for their adult identity; their appearance is becoming increasingly important to them. This focus on appearance provides teachers with an opportunity to stress the importance of good health and fitness. Eighth-graders are also able to accept responsibility for their behavior, work cooperatively with a large group, resolve individual and group conflicts, and focus on long-term group goals—all important skills for participating in team activities.

Grade 8 Course Information

Course Code	PE_08	Department	Physical Education
Course Title	Physical Education Grade 8		
Short Title	PE 8	Grade Level	8

Course Length	1 Year	Required	X	Elective	
Prerequisites	None				

Grade 8 Course Description

8th Grade Course Description

The eighth grade physical education course of instruction emphasizes the application of advanced movement and motor skills in team activities, dancing, and fitness. Students develop proficiency in a variety of advanced manipulative, movement, and rhythmic skills as well as self-responsibility and social interaction. Students begin to see the relationship between motor skills and how the learning of one skill can be transferred to help learn a similar skill. In addition, students identify the characteristics of a highly skilled performance and apply that knowledge to improve their own skill level. Students will understand the importance of an active and healthy lifestyle while learning and applying appropriate social skills in a team and individual setting.

Course Objective

Through the medium of exercise and movement, all students will participate in a sequential, differentiated program that fosters each student's personal health, fitness, and safety. The detailed course objectives, based on the *Physical Education Model Content Standards* and *Physical Education Framework for California Public Schools*, can be found at <http://www.sandi.net/Page/30762>.

Eighth grade students will:

- Demonstrate basic offensive and defensive skills and strategies, while applying locomotor, nonlocomotor, and manipulative skills in team physical activities.
- Create and perform rhythmic movement patterns (ie. Dance)
- Identify, describe, diagram, and justify their knowledge of movement concepts, principles, and strategies in activities in order to improve learning and performance.
- Assess and evaluate their level of physical fitness in order to adjust and implement individual goals for improvement of personal health and performance.
- Identify and model leadership roles and responsibilities in the context of team games and activities.

Grade 8 CALIFORNIA Physical Education CONTENT STANDARDS

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Rhythmic Skills

- 1.1 Identify and demonstrate square dance steps, positions, and patterns set to music.
- 1.2 Create and perform a square dance.

Combinations of Movement Patterns and Skills

- 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.
- 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.
- 1.5 Demonstrate fundamental gymnastic/tumbling skills.
- 1.6 Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- 2.2 Explain the rotation principles used in performing various manipulative skills.
- 2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.

Combination of Movement Patterns and Skills

- 2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.
- 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.
- 2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.
- 3.2 Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.
- 3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.
- 3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.
- 4.2 Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.
- 4.3 Identify ways of increasing physical activity in routine daily activities.
- 4.4 Identify and apply basic principles in weight/resistance training and safety practices.
- 4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.
- 4.6 Explain the different types of conditioning for different physical activities.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.
- 5.2 Organize and work cooperatively with a group to achieve the goals of the group.
- 5.3 Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.

Social Interaction

- 5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.

Group Dynamics

- 5.5 Accept the roles of group members within the structure of a game or activity.
- 5.6 Describe leadership roles and responsibilities in the context of team games and activities.
- 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

Grade Eight Physical Education Course Syllabus

A course syllabus plays an important role in the communication of course expectations to students at the commencement of a school year, and to parents at Back to School and Open House events on our school campus. While the course syllabus is a document produced by individual teachers for their courses of study, it is important that all course syllabi have common elements that are found in all department literature. In most cases, the presentation of the contents of this Physical Education Curriculum Map should be presented exactly as stated in this curriculum document, so as to communicate consistently the goals and objectives of the department to especially parents, staff, and community groups. That being said, it is the jurisdiction of each and every teacher to modify the language found within this curriculum document for the purposes of presenting information to students in the context of the introduction of the course.

The common elements of a sixth grade Physical Education course syllabus are as follows:

23. **Course Introduction.** The statement listed above in this curriculum document may be used as written, or the teacher might capture the essence of the course introduction but place those essential elements in ‘student-friendly’ language.
24. **Department Mission and Vision (Course Philosophy).** The statements listed above in this curriculum document may be used as written, or the teacher might capture the essence of the department mission and vision but place those essential elements in ‘student-friendly’ language.
25. **Overarching State Standards (Goals and Objectives).** The overarching state standards listed above should be reflected to students as overall course objectives, where students must be able to understand and communicate the purpose of physical education instruction in the state of California. It is noted that student-friendly language may again be used in replace of the language found above, as long as the essential elements of the standards are articulated. The course goals and objectives should include “HAVE FUN!” as one of the key elements of our work with students on the courts and the fields!
26. **Course Description.** The course description included in this curriculum document should be stated in any grade level syllabus document whether being presented to students or parents.
27. **Applicable Grade Level State Standards.** The specific grade level state standards listed above should be reflected to students as course objectives, where students must be able to understand and communicate the organization of their physical education grade level instruction. It is noted that student-friendly language may again be used in replace of the language found above, or an abbreviated version may be employed, as long as the essential elements of the standards are articulated.

28. **Dress Code.** The dress code for physical education shall include the following information: 1) Taylor reversible shirt, 2) Taylor shorts, 3) White athletic shorts, 4) Non-marking athletic shoes; sweatpants and sweatshirts are optional and may be worn, but for hygiene purposes the Taylor uniform must always be worn underneath. Sweats need to be red, white or grey; all students are required to dress out for PE; student who have forgotten their clothing will be required to wear “loaners” (shirts and shorts donated by Taylor graduates).
29. **Medical Notes.** A parent may write a note excusing their child for up to 3 consecutive days. It needs to be signed, dated, the nature of the problem, and specify how many days. A doctor’s note is required for anything beyond 3 days. Please have the physician state the injury or illness, and the date the student may return to participate in the activities.
30. **The Mile.** Typically run on Wednesdays, “The Mile” grade is based on effort, times related to ability, and potential and improvement, with effort being the most important component.
31. **Health Requirement.** Students take a mandatory health and wellness curriculum one day per week during their physical education course.
32. **Grading System.** Final report cards are based on two components: physical education activities and the mile run. The physical education portion of the grade is based on effort, sportsmanship, teamwork, behavior, participation and attitude.
33. **Home-School Communications.** Students grades and attendance are reported at the Marking Period Report Cards for all students, and for students earning C- or below at the Progress Reports. Communication between teachers and students typically occur via email, or by phone.

Grades 6, 7 & 8 Curriculum Map, Pacing Guide, Facilities Matrix

Grade 6	Grade 7	Grade 8
<p>UNIT 1 - ORIENTATION</p> <p><i>Students will be able to identify 3 key program expectations; 4 key procedures, and 4 key safe practices.</i></p> <p>Standards: Overarching CA State Standards 1-5; CA Standards 5.1, 5.2, 5.3, 5.4, 5.5</p> <p>Activities: Department Mission and Vision, Student Learning Objectives, Procedures, Uniforms, Lockers, Safe Practices</p>	<p>UNIT 1 - ORIENTATION</p> <p><i>Students will be able to identify 3 key program expectations; 4 key procedures, and 4 key safe practices.</i></p> <p>Standards: Overarching CA State Standards 1-5; CA Standards 5.1, 5.2, 5.3, 5.4, 5.5</p> <p>Activities: Department Mission and Vision, Student Learning Objectives, Procedures, Uniforms, Lockers, Safe Practices</p>	<p>UNIT 1 - ORIENTATION</p> <p><i>Students will be able to identify 3 key program expectations; 4 key procedures, and 4 key safe practices.</i></p> <p>Standards: Overarching CA State Standards 1-5; CA Standards 5.1, 5.2, 5.3, 5.4, 5.5</p> <p>Activities: Department Mission and Vision, Student Learning Objectives, Procedures, Uniforms, Lockers, Safe Practices</p>

5 days	5 days	5 days
<p>UNIT 2 – COOPERATIVE GAMES (Social Skills, Team Building)</p> <p>Students will be able to display personal responsibility and social skills. Students will be able to organize and work cooperatively with a group to achieve goals.</p> <p>Standards: CA-5</p> <p>Activities: Name game activities, trust activities, team building games.</p>	<p>UNIT 2 – COOPERATIVE GAMES (Social Skills, Team Building)</p> <p>Students will be able to display personal responsibility and social skills. Students will be able to identify the contributions of members of a group or team and reward members for accomplishing a task/goal.</p> <p>Standards: CA-5</p> <p>Activities: Name game activities, trust activities, team building games, problem solving activities</p>	<p>UNIT 2 – COOPERATIVE GAMES (Social Skills, Team Building)</p> <p>Students will be able to display personal responsibility and social skills. Students will model support towards individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.</p> <p>Standards: CA-5</p> <p>Activities: Name game activities, trust activities, team building games, problem solving activities.</p>

<p>Assessment: Students will demonstrate proper class interaction, speak with respect, and cooperatively within their PE Classes.</p> <p>10 days</p>	<p>Assessment: Students will demonstrate proper interaction and listening skills, positive reinforcement while displaying collaborative efforts within their PE Classes.</p> <p>10 days</p>	<p>Assessment: Students will demonstrate proper collaborative efforts. They will provide an inclusive environment for all abilities while displaying positive feedback within their PE Classes.</p> <p>10 days</p>
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<p>UNIT 3 – FITNESS (Pre/Post Test, FITT Principle, Goal Setting)</p> <p><i>Students will be able to identify the 5 components of Physical Fitness and the FITT principle. They will be able understand and set goals for their health and performance</i></p> <p>Standards: CA-4</p> <p>Activities: Fitness pre/post tests, Muscular strength and endurance activities, cardiovascular activities, flexibility activities. Identify and evaluate 3 life-long fitness physical activities and determine</p>	<p>UNIT 3 – FITNESS (Pre/Post Test, FITT Principle, Goal Setting)</p> <p><i>Students will be able to identify the 5 components of Physical Fitness and the FITT principle. They will be able understand and set goals for their health and performance</i></p> <p>Standards: CA-4</p> <p>Activities: Fitness pre/post tests, Muscular strength and endurance activities, cardiovascular activities, flexibility activities. Identify and evaluate 3 life-long fitness physical activities and determine self-responsibility for skill development</p>	<p>UNIT 3 – FITNESS (Pre/Post Test, FITT Principle, Goal Setting)</p> <p><i>Students will be able to identify the 5 components of Physical Fitness and the FITT principle. They will be able understand and set goals for their health and performance</i></p> <p>Standards: CA-4</p> <p>Activities: Fitness pre/post tests, Muscular strength and endurance activities, cardiovascular activities, flexibility activities. Identify and evaluate 3 life-long fitness physical activities and determine self-responsibility for skill development</p>
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<p><i>self-responsibility for skill development</i></p> <p>Assessment: <i>Pre and Post Test. Individual, age appropriate Fitness plan. Compare scores to healthy fitness zone.</i></p> <p>10 days</p>	<p>Assessment: <i>Pre and Post Test. Individual, age appropriate Fitness plan. Compare scores to health fitness zone.</i></p> <p>10 days</p>	<p>Assessment: <i>Pre and Post Test. Individual, appropriate Fitness plan. Compare scores to healthy fitness zone.</i></p> <p>10 days</p>
<p>UNIT 4 – RACQUET SPORTS (Pickleball, Badminton)</p> <p>Students will be able to strike an object with a racquet, with force and speed.</p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Drills/games involving a racquet</p>	<p>UNIT 4 – RACQUET SPORTS (Pickleball, Badminton)</p> <p>Students will be able to strike an object with a racquet, repeatedly, with force and speed, both with a forehand and backhand</p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Drills/games involving a racquet implement</p>	<p>UNIT 4 – RACQUET SPORTS (Pickleball, Badminton)</p> <p>Students will be able to strike an object with a racquet, repeatedly, with force and speed, both with a forehand and backhand as well as underhand and overhand.</p> <p>Standards: CA 1, 2, 3</p>

<p>implement. Forehand/backhand drills.</p> <p>Assessment: Students will demonstrate appropriate technique and mechanics with a racquet implement.</p> <p>17 days</p>	<p>with a partner(s) Forehand/backhand drills, and overhand and underhand drills.</p> <p>Assessment: Students will demonstrate appropriate technique and complex mechanics with a racquet implement with proper speed, force, and direction.</p> <p>17 days</p>	<p>Activities: Drills/games involving a racquet implement with a partner(s). Play games using partner(s) and strategy and tactics in competition.</p> <p>Assessment: Students will demonstrate appropriate technique and with a racquet implement with proper speed, force and direction, utilizing game tactics.</p> <p>17 days</p>
<p>UNIT 5 – DANCE/RHYTHM (Line Dancing, Group Dance, Partner Dancing)</p> <p>Students will be able to develop, define, and demonstrate sequential movement patterns to music, repeatedly.</p>	<p>UNIT 5 – DANCE/RHYTHM (Line Dancing, Group Dance, Partner Dancing)</p> <p>Students will be able to develop, define, and demonstrate complex sequential movement patterns to music both individually, and with a partner(s).</p>	<p>UNIT 5 – DANCE/RHYTHM (Line Dancing, Group Dance, Partner Dancing)</p> <p>Students will be able to develop, define, and demonstrate complex, sequential movement patterns to music and demonstrate</p>

<p>Standards: CA 1, 3, 5</p> <p>Activities: Line dance, group dance, partner dance</p> <p>Assessment: Demonstration of expertise in rhythm movement patterns</p> <p>17 days</p>	<p>Standards: CA 1, 3, 5</p> <p>Activities: Line dance, group dance, partner dance, utilizing change in direction and speed.</p> <p>Assessment: Demonstration of expertise in rhythm movement patterns while changing direction and speed.</p> <p>17 days</p>	<p>competence with change of speed and direction.</p> <p>Standards: CA 1, 3, 5</p> <p>Activities: Line dance, group dance, partner dance, utilizing change of direction and speed with multiple partners.</p> <p>Assessment: Demonstration of expertise in rhythm movement pattern with a partner(s) while changing direction and speed.</p> <p>17 days</p>
<p>UNIT 6 – FOOT MANIPULATIVES (Soccer, Speedball, Hacky Sack)</p>	<p>UNIT 6 – FOOT MANIPULATIVES (Soccer, Speedball, Hacky Sack)</p>	<p>UNIT 6 – FOOT MANIPULATIVES (Soccer, Speedball, Hacky Sack)</p>

<p><i>Students will be able to demonstrate dribble, pass, or strike a ball with their foot.</i></p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Dribble and pass drills focusing on accuracy of intended direction and height.</p> <p>Assessment: Demonstration of dribble and passing for accuracy.</p> <p>17 days</p>	<p><i>Students will be able to demonstrate dribble, pass, or strike a ball with their foot while understanding combined relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</i></p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Dribble and pass drills focusing on accuracy of intended direction and height, combining complex motor skills.</p> <p>Assessment: Demonstration of dribble and passing for accuracy to multiple partners while being guarded.</p> <p>17 days</p>	<p><i>Students will be able to demonstrate dribble, pass, or strike a ball with their foot. Students will be able to demonstrate competence in combined motor skills to play a lead up or modified game. Also demonstrating understanding of offensive and defensive tactics of play.</i></p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Dribble and pass drills focusing on accuracy of intended direction and height, repeatedly, with accuracy to a teammate.</p> <p>Assessment: Demonstration of dribble and passing for accuracy while participating in a modified or full game, also displaying understanding of</p>
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		<p>offensive and defensive tactics.</p> <p>17 days</p>
<p>UNIT 7 – HAND MANIPULATIVES (Throw/Catch, Softball, Basketball, Handball, Juggling)</p> <p><i>Students will be able to demonstrate dribble, pass, and strike an object using hands or intended implement. Students will also demonstrate proper overhand throwing techniques.</i></p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Dribble and pass drills focusing on</p>	<p>UNIT 7 – HAND MANIPULATIVES (Throw/Catch, Softball, Basketball, Handball, Juggling)</p> <p><i>Students will be able to demonstrate combined relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</i></p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Dribble and pass drills focusing on accuracy of intended direction and height. Throwing/Catching activities for</p>	<p>UNIT 7 – HAND MANIPULATIVES (Throw/Catch, Softball, Basketball, Handball, Juggling)</p> <p><i>Students will be able to demonstrate competence in combined motor skills to play a lead up or modified game, utilizing strategy and game tactics.</i></p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Dribble and pass drills focusing on accuracy of intended direction and height. Throwing/Catching activities</p>

<p>accuracy of intended direction and height. Throwing/Catching activities for overhand throwing.</p> <p>Assessment: Demonstration of dribble and passing for accuracy. Demonstration of throwing for accuracy.</p> <p>17 days</p>	<p>overhand throwing with combined motor skills</p> <p>Assessment: Demonstration of dribble and passing for accuracy. Demonstration of throwing for accuracy, with multiple partners while being guarded.</p> <p>17 days</p>	<p>for overhand throwing with combined motor skills with accuracy.</p> <p>Assessment: Demonstration of proper dribbling/throwing skills with accuracy. Demonstrate dribbling/throwing while playing a game, also understanding the offensive and defensive strategies/tactics.</p> <p>17 days</p>
<p>UNIT 8 – NET SPORTS (Volleyball, Badminton, Pickleball, Tennis)</p> <p>Students will demonstrate how to volley an object</p>	<p>UNIT 8 – NET SPORTS (Volleyball, Badminton, Pickleball, Tennis)</p> <p>Students will demonstrate how to volley an object repeatedly</p>	<p>UNIT 8 – NET SPORTS (Volleyball, Badminton, Pickleball, Tennis)</p> <p>Students will demonstrate the proper volleying, combining</p>

<p>repeatedly with a partner using a body part or implement.</p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Volley activities, utilizing both the legs and equilibrium to 2 or 3 persons.</p> <p>Assessment: Demonstrate volley skills through balance and rebound with multiple partners.</p> <p>17 days</p>	<p>with a partner using a body part or implement. They will demonstrate consistency and the proper use of speed and direction in volleying. They will combine levels, speed and direction in complex group activities.</p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Volley activities, utilizing partners or teammates, continuously.</p> <p>Assessment: Demonstrate volley skills through balance and rebound with multiple partners.</p> <p>17 days</p>	<p>speed, direction, and pathways in a complex group activity. They will be able to play a lead up or modified game.</p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Volley activities, utilizing both the legs and equilibrium in full game setting.</p> <p>Assessment: Demonstrate volley skills while including offensive and defensive tactics of the game, with teammates, continuously.</p> <p>17 days</p>
<p>UNIT 9 – INVASION SPORTS (Football,</p>		

<p>Soccer, Lacrosse, Hockey, Frisbee)</p> <p>Students will demonstrate the tactics and strategies in both offense and defense in team sports.</p> <p>Standards: CA 2, 3, 5</p> <p>Activities: Lead up “team” games, defensive and offensive drills.</p> <p>Assessment: Students will demonstrate offensive and defensive strategies for team sports.</p> <p>17 days</p>	<p>UNIT 9 – INVASION SPORTS (Football, Soccer, Lacrosse, Hockey, Frisbee)</p> <p>Students will demonstrate the tactics and strategies in both offense and defense in team sports.</p> <p>Standards: CA 2, 3, 5</p> <p>Activities: Lead up “team” games, defensive and offensive drills. Modified games.</p> <p>Assessment: Students will demonstrate offensive and defensive strategies, while competing in lead up activities.</p> <p>17 days</p>	<p>UNIT 9 – INVASION SPORTS (Football, Soccer, Lacrosse, Hockey, Frisbee)</p> <p>Students will demonstrate the tactics and strategies in both offense and defense in team sports.</p> <p>Standards: CA 2, 3, 5</p> <p>Activities: Defensive and offensive drills, game strategies, and full game tactical implementation</p> <p>Assessment: Students will demonstrate offensive and defensive strategies, and demonstrate ability to “alter” tactic while competing in game situation.</p> <p>17 days</p>
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<p>UNIT 10 – Target Skills (Golf, Bocce, Bowling, Archery, Corn Hole)</p> <p>Students will demonstrate the ability to throw/hit a stationary object at a target with accuracy.</p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Golf drills, corn hole games, lawn bowling, bocce games,</p> <p>Assessment: Students will demonstrate the ability to hit a stationary target.</p> <p>17 days</p>	<p>UNIT 10 – Target Skills (Golf, Bocce, Bowling, Archery, Corn Hole)</p> <p>Students will demonstrate the ability to throw/hit a stationary object with applied force at a target with accuracy.</p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Golf drills, corn hole games, lawn bowling, bocce games,</p> <p>Assessment: Students will demonstrate the ability to hit a stationary target with force.</p> <p>17 days</p>	<p>UNIT 10 – Target Skills (Golf, Bocce, Bowling, Archery, Corn Hole)</p> <p>Students will demonstrate the ability to throw/hit a stationary object with applied force at a target with accuracy, repeatedly.</p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Golf drills, corn hole games, lawn bowling, bocce games,</p> <p>Assessment: Students will demonstrate the ability to hit a stationary target, with force, repeatedly.</p> <p>17 days</p>
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<p>UNIT 11 – Batting/Striking (Softball, Hockey)</p> <p>Students will demonstrate the ability to strike an object whether stationary or in motion with an implement.</p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Batting drills, striking lead-up activities and games.</p> <p>Assessment: The students will demonstrate the ability to strike a moving and stationary object with an implement.</p> <p>17 days</p>	<p>UNIT 11 – Batting/Striking (Softball, Hockey)</p> <p>Students will demonstrate the ability to strike an object whether stationary or in motion with an implement, understanding the transfer of force, repeatedly.</p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Batting drills, striking lead-up activities and games, modified games.</p> <p>Assessment: The students will demonstrate the ability to strike a moving and stationary object with an implement repeatedly.</p> <p>17 days</p>	<p>UNIT 11 – Batting/Striking (Softball, Hockey)</p> <p>Students will demonstrate the ability to strike an object whether stationary or in motion with an implement, understanding the transfer of force, direction towards and intended target.</p> <p>Standards: CA 1, 2, 3</p> <p>Activities: Batting drills, striking, lead-up activities, modified and complete games.</p> <p>Assessment: The students will demonstrate the ability to strike a moving and stationary object with an implement, repeatedly directed towards an intended target.</p>
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		17 days
<p>UNIT 12 – CLOSURE</p> <p>Students will close with a knowledge of policies, procedures and expectations.</p> <p>Standards: CA 1, 2, 3, 4, 5</p> <p>Activities: Locker Clean up, Lock collection, Review and reflection of year.</p> <p>Assessment: Students will write a reflection of year, practices and assessment of their overall fitness knowledge.</p>	<p>UNIT 12 – CLOSURE</p> <p>Students will close with a knowledge of policies, procedures and expectations.</p> <p>Standards: CA 1, 2, 3, 4, 5</p> <p>Activities: Locker Clean up, Lock collection, Review and reflection of year.</p> <p>Assessment: Students will write a reflection of year, practices and assessment of their overall fitness knowledge.</p>	<p>UNIT 12 – CLOSURE</p> <p>Students will close with a knowledge of policies, procedures and expectations.</p> <p>Standards: CA 1, 2, 3, 4, 5</p> <p>Activities: Locker Clean up, Lock collection, Review and reflection of year.</p> <p>Assessment: Students will write a reflection of year, practices and assessment of their overall fitness knowledge.</p>

Student Assessment

Student assessment is the gathering of evidence about student achievement and making inferences about student progress based on that evidence. Physical education teachers collect and track assessment data to make decisions about instruction and to measure student learning continually throughout the learning sequence (SHAPE America).

Evidence of student learning can include portfolios of checklists, rating scales, tangible student products that demonstrate student learning, results of observed demonstration of physical skills and traditional constructed-response assessments (SHAPE). Student assessment provides accountability for standards-based learning and is a key component of the education process in all subject areas (SHAPE).

Assessment in physical education includes conducting pre-assessments to learn where students are in the beginning of a learning sequence, formative assessments that are ongoing during instruction to check for understanding, and summative assessments at the close of a unit or instructional sequence to provide a comprehensive summary of each student's progress (SHAPE).

Appropriate assessments provide concrete evidence of whether students have achieved grade-level outcomes, allow teachers to reflect on effectiveness of instruction and provide evidence of program success. A wide variety of assessments are used in physical education and can include traditional summative assessments and other forms such as checklists, rating scales and rubrics that link directly to the intent of the student outcome that physical education lessons address. Physical education teachers track student progress across grade levels using assessment data, demonstrating that students are meeting standards and outcomes (SHAPE).

The 3 Domains of Learning:

- Cognitive: mental skills related to the knowledge of movement.
- Affective: addresses growth in feelings or attitudes.
- Psychomotor: relates to the manual or physical skills related to movement.

Student Assessment:

- Student assessment is aligned with national and/or state physical education standards and established grade-level outcomes, and is included in the written physical education curriculum along with administration protocols.
- Student assessment includes evidence based practices that measure student achievement in all areas of instruction, including physical fitness.
- Grading is related directly to the student learning objectives identified in the written physical education curriculum.
- The physical education teacher follows school district and school protocols for reporting and communicating student progress to students and parents.

Methods of Teaching Physical Education

The following “best practices” have been determined to be appropriate for the physical education program at the middle school level.

- We emphasize that effort is more important than skill.
- Momentary failure is part of learning, therefore students are encouraged to try new things, take risks and set personal goals.
- It's ok to push yourself outside your comfort zone.
- Students are exposed to many different teaching models over the course of each unit and year.
- The teacher systematically plans for, develops and maintains a positive learning environment that allows students to feel safe (physically and emotionally), supported and unafraid to make mistakes.
- The environment is supportive of all students, including our EL learners and SPED students, and promotes developing a positive self-concept. Students are allowed to try, to fail, and to try again, free of criticism or harassment from the teacher or other students.
- Programs are designed to guide students to take responsibility for their own behavior and learning.
- Fair and consistent classroom-management practices encourage student responsibility for positive behavior and should never utilize exercise as a form of punishment.
- Bullying and inappropriate student remarks and behaviors are dealt with immediately and firmly.
- Teachers promote exercise for its contribution to a healthy lifestyle.
- Teachers provide sequential instruction in a variety of activities based on student needs and interests.
- Teachers set high expectations for psychomotor, cognitive, and affective learning.
- Teachers provide and facilitate sufficient practice trials that allow students to achieve success.

- When introducing a new motor skill, the teacher provides a model of the skill by performing it, or asking a student who is proficient at the skill to perform it.
- Planning for every lesson
- Providing specific positive or specific corrective feedback
- Keeping students engaged in MODERATE TO VIGOROUS physical activity at least 50 percent of the instructional time.
- While we expect the students to always give their best effort, we want them to remember that having fun is also a component of the program.
- Activities are selected carefully to ensure that they match students' ability levels and are safe for all students, regardless of ability level.
- The physical education teacher ensures the inclusion of all students and makes the necessary adaptations for students with special needs or disabilities, ie. differentiated instruction.
- Lessons/activities are adapted for students at all fitness levels (e.g., distance and pace runs are made more appropriate). Students are encouraged to complete appropriate levels of activity for their own improvement.
- Adequate equipment is provided so that students spend minimal time waiting for turns or standing in lines, ie. down time.
- The physical educator uses small-sided games (1 v 1, 2 v 2) or mini activities to allow students ample opportunity to participate.
- There are no elimination activities
- The physical educator plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis
- The physical education teacher evaluates student learning continually to document teacher effectiveness, ie. self reflection

Supporting Department Documents

Department SMART Goal (adopted 2015-2016)

"The Taylor Middle School PE department will adopt a curriculum map across all grade levels by the end of the 2015-2016 school year that will include physical education and health standards."

Department Norms - Applicable to Curriculum Writing Project (adopted 2015-2016)

- We will contribute equally to the workload of the department.
- We will share responsibility within the department.
- We will make decisions that are in the best interest of our students and the Millbrae community

- We will complement each other on a job well done.

Physical Education Department Facilities Matrix