

PHYSICAL EDUCATION DEPARTMENT

GRADES 7 AND 8

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The Department's Educational Philosophy

Guiding Principles

The junior high school physical education experience complements the total educational development that the students follow during their two years in our school. Students follow a curriculum that guides them through a host of experiences centered on developing a healthy lifestyle. It is our belief that students who develop an appreciation of the importance of being fit and maintaining a healthy lifestyle will be in the best position to move on to the high school.

Skills and activities are introduced through progressions, and each unit builds upon previously learned skills. Students experience a wide variety of life-long activities that they can carry with them the rest of their lives. Individual and group dynamics are dovetailed into each unit taught.

SELF-IMPROVEMENT

Unit Frequency: 90 classes per year

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

Students will have an appreciation for maintaining a healthy lifestyle, using self-improvement as one method of reaching that goal.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, where applicable</u> |
|---|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Understand concepts of self-improvement and how they play a role in overall fitness of students.2. Set goals to develop a healthy lifestyle that can be met through self-improvement. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

ROLLERBLADING

Unit Frequency: 4-6 classes per student

Background to the Curriculum

Students learn all the safety aspects and how inline skating can become a lifetime activity.

Core Topics/Questions/Concepts/Skills

Understand safety aspects, learn to skate, fitness benefits, and fun.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, where applicable</u> |
|---|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Learn how to fall.2. Learn how to stop.3. Learn how to skate forward, backward, up and down hill, as well as turn to either side.4. Learn how to increase fitness level.5. Learn proper safety protection.6. Stress heart in a fun, enjoyable way and gain maximum aerobic benefit. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

LACROSSE

Unit Frequency: 6 classes per student

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

The focus is on basic skill refinement and introduction to the game concepts/strategies. These include offensive positioning, defensive positioning and game play. Students will be responsible for fair play and safety with the rules presented.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, where applicable</u> |
|--|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Demonstrate the following skills: groundball/scoop, cradle, catch, throw, dodging and positions in practice/game situations.2. Participate actively in all practice and game situations.3. Apply skills learned to small group game offensive and defensive situations. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

TENNIS

Unit Frequency: 6-8 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

Students will focus on understanding the fundamentals of tennis strokes and knowing when to play offensively and defensively in both doubles and singles.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, where applicable</u> |
|--|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Demonstrate the following skills: forehand, backhand, serve, volley.2. Learn how to sustain a cross-court rally and when to approach the net to volley the ball.3. Understand serve placement for singles and doubles and how to score a tennis game/match. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

BADMINTON

Unit Frequency: 4-6 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

Students will focus on understanding the fundamentals of badminton strokes and knowing when to play offensively and defensively in games.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, where applicable</u> |
|---|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Demonstrate the following skills: forehand, backhand and serve.2. Understand when and how to change their grip for different strokes.3. Learn drop shots, clears, smashes, and both long and short serves.4. Develop an understanding of basic strategy and doubles alignments. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

PICKLEBALL

Unit Frequency: 4-6 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

Students will focus on understanding the fundamentals of pickleball strokes and knowing when to play offensively and defensively in games.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, where applicable</u> |
|--|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Demonstrate the following skills: forehand, backhand and serve.2. Learn drop shots, clears, smashes, and both long and short serves.3. Develop an understanding of basic strategy and doubles alignments.4. Play in a ladder tournament; understand how to score the game and report wins/losses to the tournament director.5. When injured, act as tournament directors. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

TRACK RUNNING EVENTS

Unit Frequency: 4-6 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

Students will develop an understanding of and appreciation for basic running events. These events will include short sprinting events.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, where applicable</u> |
|---|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Understand how a sprinter runs and the proper form needed to reach maximum sprinting ability.2. Learn proper starting position for a sprint race.3. Understand about staggered starts and passing lanes.4. Practice and become proficient at baton passing (blind passing).5. Run and compete in an 8-person relay.6. How to hurdle and run this race with hurdles (<i>8th grade</i>). <p>This unit leads up to the 7th- and 8th-grade relays.</p> | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

TRACK FIELD EVENTS

Unit Frequency: 6 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

Students will gain understanding of four field events and will progress through these events, leading up to the Olympic Competition at the end of the unit.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, where applicable</u> |
|--|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Learn four field events: shot put, discus, long jump and triple jump.2. Sequence through these events and learn the proper progressions to become competent.3. Be involved in measuring jumps and throws. <p>This unit leads up to a team event called the Olympic Competition.</p> | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

FITNESS FRIDAYS

Unit Frequency: 5 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

Students will work on fitness and be active in an aerobic state using a variety of equipment. Some of this includes, but is not limited to, scooters, basketballs, etc.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, where applicable</u> |
|--|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Elevate their heart rates to an aerobic state during the activity.2. Use a variety of athletic equipment to achieve this target heart rate.3. Use both upper and lower extremities in the series of activities they sequence through. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

MIXED GAMES

Unit Frequency: 20 +

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

The mixed games unit allows students to play traditional team sports in a non-traditional manner. The games are all adapted to allow large numbers of players to participate at one time and are modified to incorporate an added challenge (i.e., reverse soccer).

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, <i>where applicable</i></u> |
|--|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Participate in a team sport activity that will develop their fitness.2. Incorporate both offensive and defensive strategy in their play. <p>Games are modified so students can focus on playing as a team and on developing skills that promote working together as a group.</p> | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

PROJECT ADVENTURE

Unit Frequency: 10 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

Activities in this unit develop and promote interpersonal skills, violence prevention, and anti-bullying tactics through teamwork and fun. All activities require problem solving as a team.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, where applicable</u> |
|--|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Understand how to problem-solve as a group. (Activities are developed so students cannot participate individually but require groups of 8-10 students to work together.)2. Cycle through three levels on Project Adventure activities, with each level increasing the difficulty of the tasks. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

FLAG FOOTBALL

Unit Frequency: 4 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

Students will work toward increasing hand-eye and foot-eye coordination in this unit. These skills are developed through competition, teamwork, fitness, and agility.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, <i>where applicable</i></u> |
|--|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Gain an understanding of the basic flag football rules.2. Progress through a series of skills that include throwing, punting, and handoffs.3. Participate actively in all practice and game situations.4. Apply skills learned to small group game offensive and defensive situations. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

FLOOR HOCKEY

Unit Frequency: 6-8 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

Students will learn basic floor hockey concepts and how to play using both offensive and defensive strategy.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, where applicable</u> |
|---|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Demonstrate an understanding of basic passes and shots, forehand, backhand, etc.2. Learn how to play goalie and take face-offs.3. Play using basic offensive and defensive strategy. <p>Classes will compete in a mini tournament.</p> | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

TEAM HANDBALL/SPEEDBALL

Unit Frequency: 6-8 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

Students will learn basic team handball/speedball concepts and how to play using both offensive and defensive strategy. Students will participate in a tournament.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, <i>where applicable</i></u> |
|--|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Demonstrate an understanding of basic passes and shots.2. Learn how to play goalie and take jump balls to start the game and in between shifts.3. Play using basic offensive and defensive strategy.4. Practice and understand how to move the ball to create offensive opportunities. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

VOLLEYBALL

Unit Frequency: 8-12 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

Student will progress through all the basic skills necessary to play volleyball. Each student will be placed on a team and participate in a tournament.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, <i>where applicable</i></u> |
|---|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Learn all the basic shots, setting, bumping, digging and serves.2. Play a series of games to lead up to the full volleyball games, using nucome and small-sided situations to develop offensive and defensive concepts.3. Play in a tournament and understand how a tournament is run. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

SOFTBALL

Unit Frequency: 3-4 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

Students will develop the basic skills needed to play a modified game of softball.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, where applicable</u> |
|--|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Develop an understanding of the positions on the field.2. Learn the proper swing and how to direct the ball away from fielders.3. Learn how to field the ball and how to throw players out.4. Learn such basic defensive strategies as getting the lead runner out, using a cut off player, and double play options. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

BASKETBALL

Unit Frequency: 6 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

Students will understand basic basketball skills and work toward playing modified 4-on-4 games.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, where applicable</u> |
|--|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Learn how to dribble and protect the ball.2. Learn how to pass and when to use the chest and bounce pass.3. Learn basic shooting techniques and use them in modified games.4. Learn basic offensive and defensive concepts.5. Play and understand the basic rules and play in 4-on-4 games. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

FIELD HOCKEY

Unit Frequency: 4-5 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

The focus is on basic skill refinement and introduction to game concepts/strategies. These include offensive positioning, defensive positioning, and game play. Students will be responsible for fair play and safety with the rules presented.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, <i>where applicable</i></u> |
|--|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Learn how to stickhandle and use various forms of dribble.2. Learn how to pass and drive the ball under control.3. Learn basic shooting techniques and use them in modified games.4. Learn basic offensive and defensive concepts.5. Play and understand the basic rules. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

FLICKERBALL

Unit Frequency: 4-5 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

The focus is on basic skill refinement and introduction to the game concepts/strategies. These include offensive positioning, defensive positioning and game play. Students will be responsible for fair play and safety with the rules presented.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, where applicable</u> |
|--|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Learn basic rules.2. Develop competency in passing and moving the ball down the court or field.3. Use basketball-shooting skills to shoot the ball.4. Learn basic offensive and defensive techniques to play in flickerball games. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

SOCCKER BASKETBALL

Unit Frequency: 4-5 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

The focus is on basic skill refinement and introduction to the game concepts/strategies. These include offensive positioning, defensive positioning, and game play. Students will be responsible for fair play and safety with the rules presented.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, <i>where applicable</i></u> |
|--|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Learn basic rules.2. Develop competency in passing and moving the ball down the court using basketball or soccer skills.3. Use soccer and basketball shooting skills to shoot the ball.4. Learn basic offensive and defensive techniques to play in soccer basketball games. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

CARDIO KICKBALL

Unit Frequency: 3 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

The focus is on basic skill refinement and introduction to the game concepts/strategies. Students will be responsible for fair play and safety with the rules presented.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, <i>where applicable</i></u> |
|---|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Learn the basic cardio kickball rules.2. Play in games that require a high aerobic output.3. Work as a team to play this game. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

MATBALL

Unit Frequency: 4-5 classes

Background to the Curriculum

Each physical education class incorporates some aspect of self-improvement. Students run, increase strength, and improve flexibility. Students set goals to improve their levels in each of these areas.

Core Topics/Questions/Concepts/Skills

The focus is on basic skill refinement and introduction to the game concepts/strategies. These include offensive positioning, defensive positioning, and game play. Students will be responsible for fair play and safety with the rules presented.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding National Standards, <i>where applicable</i></u> |
|---|--|
| <p><i>Students will</i></p> <ol style="list-style-type: none">1. Learn the basic matball rules.2. Play in games that require a high aerobic output.3. Work as a team to play this game. | <ol style="list-style-type: none">1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |