



*Middle Level
Physical Education
Curriculum
Essentials Document*



*Boulder Valley School District
Department of Curriculum and Instruction
May 2009*

**Boulder Valley School District
Board of Education****District A**

Helayne Jones, Ed.D.
helayne.jones@bvsd.org
voice-mail: 303.245.5815
fax: 303.545.6477

District C

Laurie Albright, Ed.D.
laurie.albright@bvsd.org
voice-mail: 303.245.5817

District E

Patti J. Smith
patti.smith@bvsd.org
voice-mail: 303.245.5816

District G -Treasurer

Jim Reed
jim.reed@bvsd.org
voice-mail: 303.245.5819

District B - Vice President

Lesley Smith, Ph.D.
lesley.smith@bvsd.org
voice-mail: 303.245.5814

District D - Treasurer

Ken Roberge
ken.roberge@bvsd.org
voice-mail: 303.245.5813

District F

Jean Paxton
jean.paxton@bvsd.org
voice-mail: 303.245.5818
fax: 303.438.8572

BVSD Superintendent

Christopher King, Ph.D.
superintendent@bvsd.org
phone: 303.447.5114
fax: 303.447.5134

Table of Contents

General Introduction

What is a Curriculum Essentials Document?.....	Page 5
Curriculum Framework: Macro and Micro	Page 6
New Century Graduate.....	Pages 7-8
What are Enduring Understandings and Essential Questions?	Page 9
Teaching for Understanding.....	Page 10
What Does it Mean to Understand?.....	Page 11
Instructional Framework	Page 14
Characteristics of a Standards-based Curriculum	Pages 15-16
Design Templates.....	Pages 17-27
Curriculum Glossary.....	Pages 28-30

Physical Education Introduction

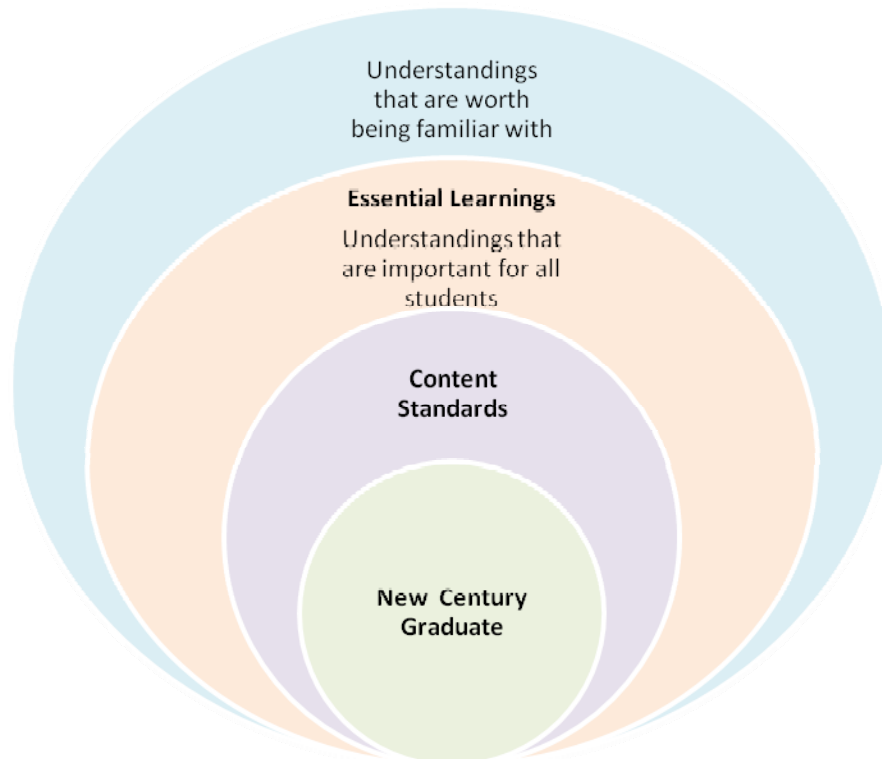
Physical Education Background.....	Page 32
Physical Education Content Standards.....	Page 33
Physical Education Overarching Enduring Understandings & Essential Questions...Page	34
Physical Education Middle Level Essential Learnings.....	Pages 35-36
Physical Education Scope and Sequence.....	Pages 37-38

Physical Education Middle Level Curriculum Essentials

Sixth Grade.....	Sixth Grade Tab
Seventh Grade.....	Seventh Grade Tab
Eighth Grade.....	Eighth Grade Tab

General Introduction

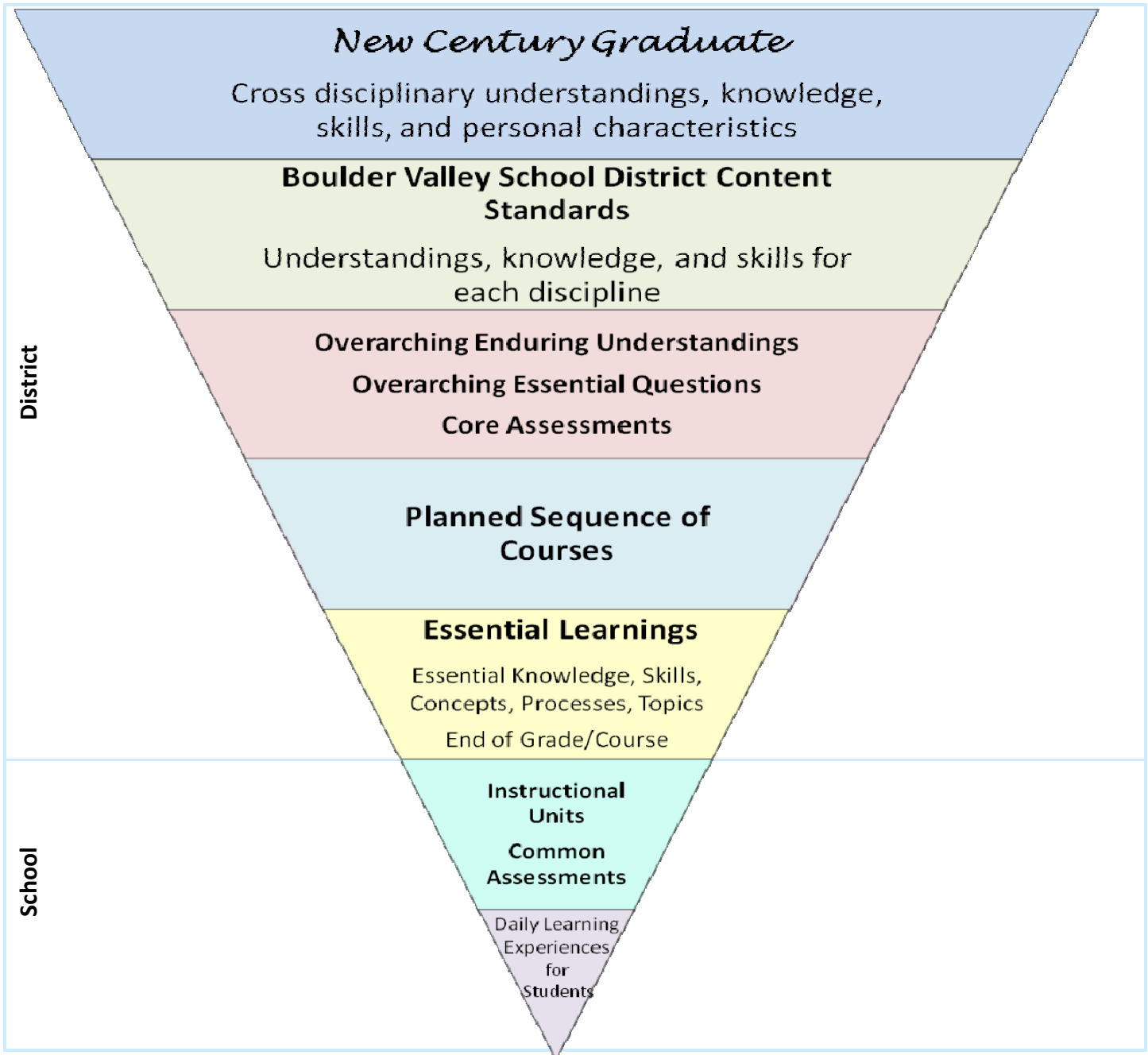
What is a Curriculum Essentials Document? How Does it Relate to a Guaranteed and Viable Curriculum?



Because we are faced with more content than we can reasonably address, we are obligated to make choices and frame priorities. A useful framework for establishing priorities is graphically depicted using 4 nested ovals. The innermost oval, *New Century Graduate*, represents the goals of schooling that have been identified by the Boulder Valley School District community. Moving to the next oval, *Content Standards*, levels of performance for each program of study are clearly articulated. The third oval, *Essential Learnings*, represents the **viable curriculum**. A curriculum is viable when the number of learnings can be accomplished in the time provided (usually a semester, trimester, or year). Thus, an Essentials Document identifies the priorities for learning that are necessary for successful learning at a particular grade level or course and beyond. It also identifies the essential knowledge, skills, concepts, topics, and processes that support the attainment of the essential learning. Finally, the largest oval represents the field of all possible content that might be examined during a grade level or course. This includes extended learning opportunities for students who have achieved the essential learnings or attending to background knowledge and skills that students may need to review or learn to ensure achievement of grade level or course essential learnings.

Curriculum Framework: Macro and Micro Levels

The New Century Graduate identifies the knowledge, skills and personal characteristics that our community has identified as the goals of schooling. Programs of study and curricular content are identified and addressed as a means for students' to attain this broader understanding and overall purpose of learning.



Adapted from Grant Wiggins and Jay McTighe (2007). *Schooling by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 64.

New Century Graduate Knowledge and Skills

Life Competencies

Leads a balanced life: exhibits physical fitness, knows good nutrition rules, stays safe and drug free, knows how to have fun and relax, manages anger and stress, exhibits self-sufficiency and self confidence, and finishes tasks.

Understands money management, budgeting, balancing a checkbook, debt management, and record keeping.

Demonstrates time management skills and a broad base of knowledge in practical skills such as cooking, sewing, driving, and map reading.

Knows how to search for a job and knows where to go to find answers.

Communication: Speaking and Writing

Writes and speaks thoughtfully and articulately to inform, to express one's thinking and creativity, and to communicate to diverse audiences.

Uses correct grammar, spelling, and mechanics; organizes for effectiveness

Uses technology for effective communication

Multicultural/Global Perspective

Understands global customs, economics, literature, history, politics, religions, geography, and demographics.

Understands the contributions of different cultures to our society

Demonstrates proficiency in a language other than English.

Literacy: Reading

Reads critically, fluently, and with comprehension.

Reads for information research, pleasure and knowledge of literature.

Mathematics

Demonstrates basic math computational skills and understand higher-level mathematical concepts and reasoning.

Understands conservation and resource management.

History

Possesses knowledge of American and World Histories and their influence upon the present and the future.

Employs literature as a tool for learning about history across cultures.

Science

Demonstrates basic sciences knowledge and understands high-level scientific systems including environmental systems.

Knows how to apply the scientific method to real situations.

Arts

Experiences and appreciates music, visual arts, dance and theater.

New Century Graduate Personal Characteristics



Respect for Others (Values Others)

Understands and values differences including: cultural, religious, ethnic, gender, age, and ability.

Initiative and Courage

Exhibits self-motivation, self-discipline, persistence, independence, confidence, curiosity, and willingness to take risks, without being afraid to fail.

Citizenship

Understands his or her role and responsibilities and contributes to the community, nation, and world.

Responsibility

Takes responsibility for own thoughts and actions, accepting the consequences.

Ethical Behavior

Exhibits personal integrity through honesty, fairness, sincerity, and a sense of justice.

Flexibility and Open Mindedness

Demonstrates flexibility, open-mindedness, adaptability, resiliency, and openness to change.

Self-respect

Possesses self-respect and confidence, while recognizing one's own limitations.

What are Enduring Understandings and Essential Questions?

Enduring Understandings are the big ideas central to a content area that have lasting value beyond the classroom and are transferable to new situations. Enduring understandings describe what, specifically, students should understand about the topic. Such understandings are generally abstract in nature and are often not obvious, thus requiring uncovering of a topic through sustained inquiry.

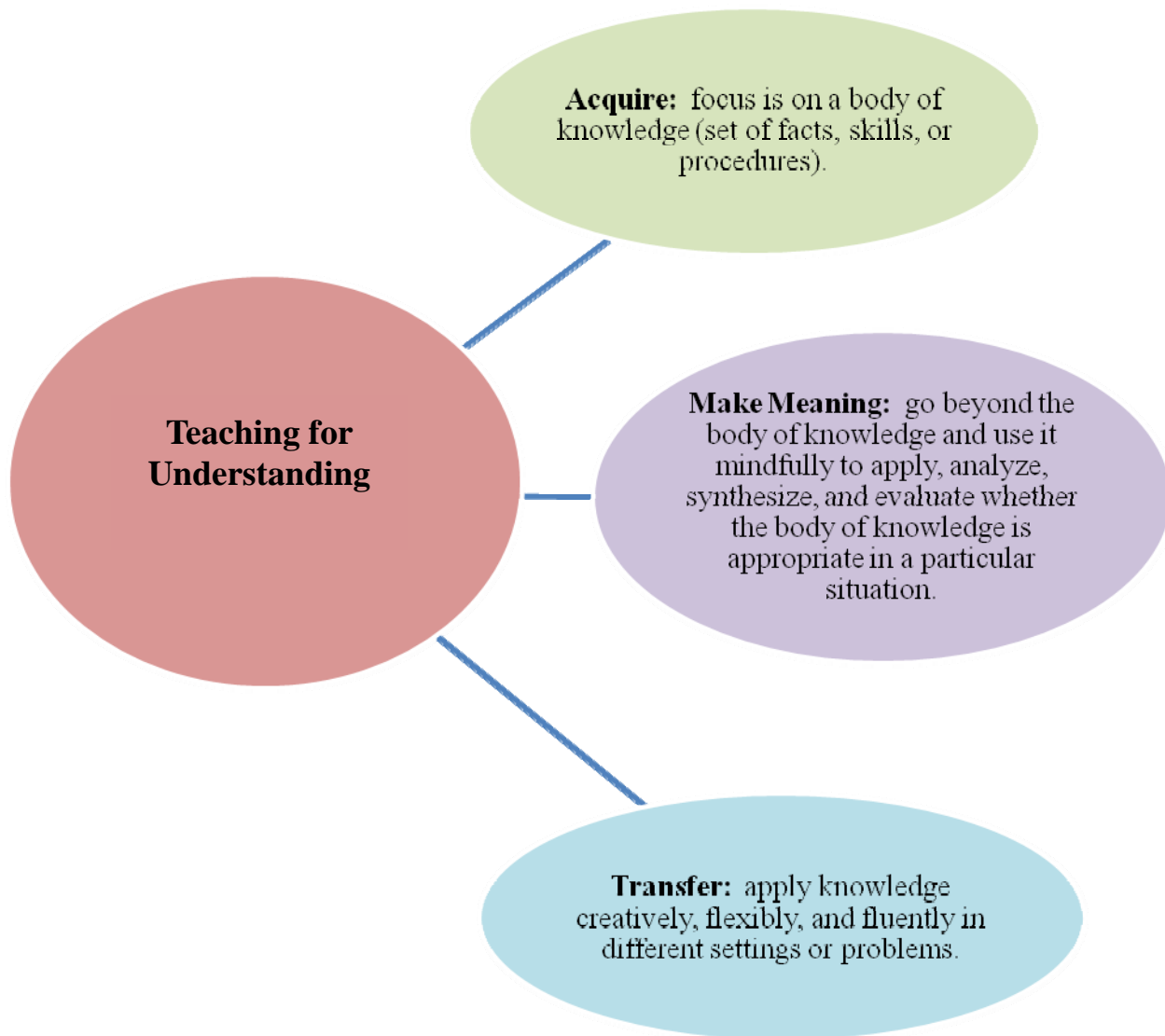
An understanding can be overarching or topical. Overarching understandings are broad (as the name implies) and offer a possible bridge to other units and courses. Overarching understandings are identified at the district-level. Topical understandings are unit specific, identified by teachers about the understandings the unit will cultivate about specific topics.

Essential Questions provoke deep thought, lively discussion, sustained inquiry, and new understandings culminating in meaningful performances. They require students to consider alternatives, weigh evidence, support their ideas, and justify answers. Essential questions do not yield a single straightforward answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. Essential questions spark meaningful connections with prior learnings and personal experiences and create opportunities for transfer to other situations and subjects.

An essential question can be either overarching or topical in scope. Overarching essential questions are general in nature, causing genuine and relevant inquiry into the big ideas and core content. They cut across units and/or courses. Topical essential questions focus on a specific topic and meant to be answered—if only provisionally—by unit's end.

Teaching for Understanding

If learning is to endure in a flexible, adaptable way for future use, then teachers must design units that in provide opportunity for students to 1) acquire knowledge; 2) to deepen the meaning of that knowledge by using it mindfully, and 3) to transfer their learning to new situations or problems.



What Does it Mean to Understand?

Knowledge

- observation and recall of information
- knowledge of dates, events, places, major ideas
- *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

Comprehension

- grasp meaning and predict consequences
- order, group, classify, compare/contrast
- *Question Cues:* summarize, describe, contrast, predict, associate, distinguish, estimate, differentiate, discuss, report

Explanation

- knowledgeable and justified account of events, action, and ideas
- see patterns, trends, and relationships between parts
- *Question Cues:* support, confirm, justify, verify, prove, illustrate, use, design, describe, model, predict, show, synthesize, exhibit,

Interpretation

- making sense of others' work or data using analogy, metaphors, and artistry
- infer meaning and relevance
- *Question cues:* relate, infer, interpret, compose, rewrite, rearrange, evaluate, conclude, make sense of, read between the lines, represent, translate

Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

What Does it Mean to Understand? (continued)

Application

- use information, methods, concepts, theories in new situations and diverse, realistic contexts
- *Question Cues:* apply, demonstrate, calculate, complete, show, solve, change, create, translate, employ, interpret, illustrate, adapt, debug, invent, perform, solve, test

Perspective

- critical and insightful points of view making assumptions and implications explicit
- create new theories, stories, or applications
- *Question Cues:* analyze, argue, compare, contrast, criticize, infer

Empathy

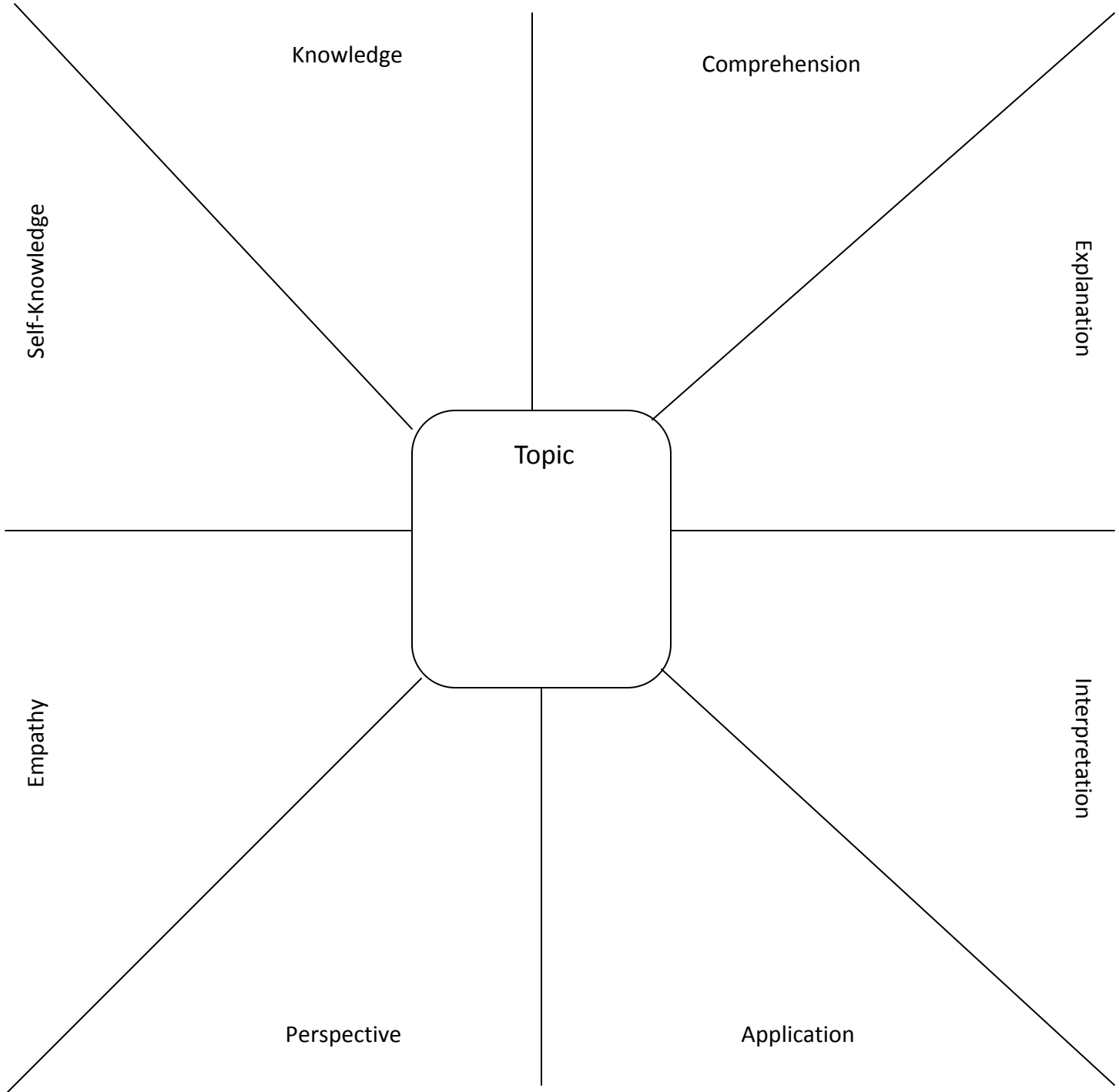
- view a situation from another's point of view or feelings
- find meaning in the experiences or ideas of others
- *Question Cues:* assume the role of, believe, be like, consider, be open to, imagine, relate, role-play

Self-Knowledge

- self-consciously question our ways of seeing the world beyond ourselves
- look beyond simplistic categories to see unexpected differences, idiosyncrasies, or surprises in people and ideas
- *Question Cues:* be aware of, realize, recognize, reflect, self-assess

Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

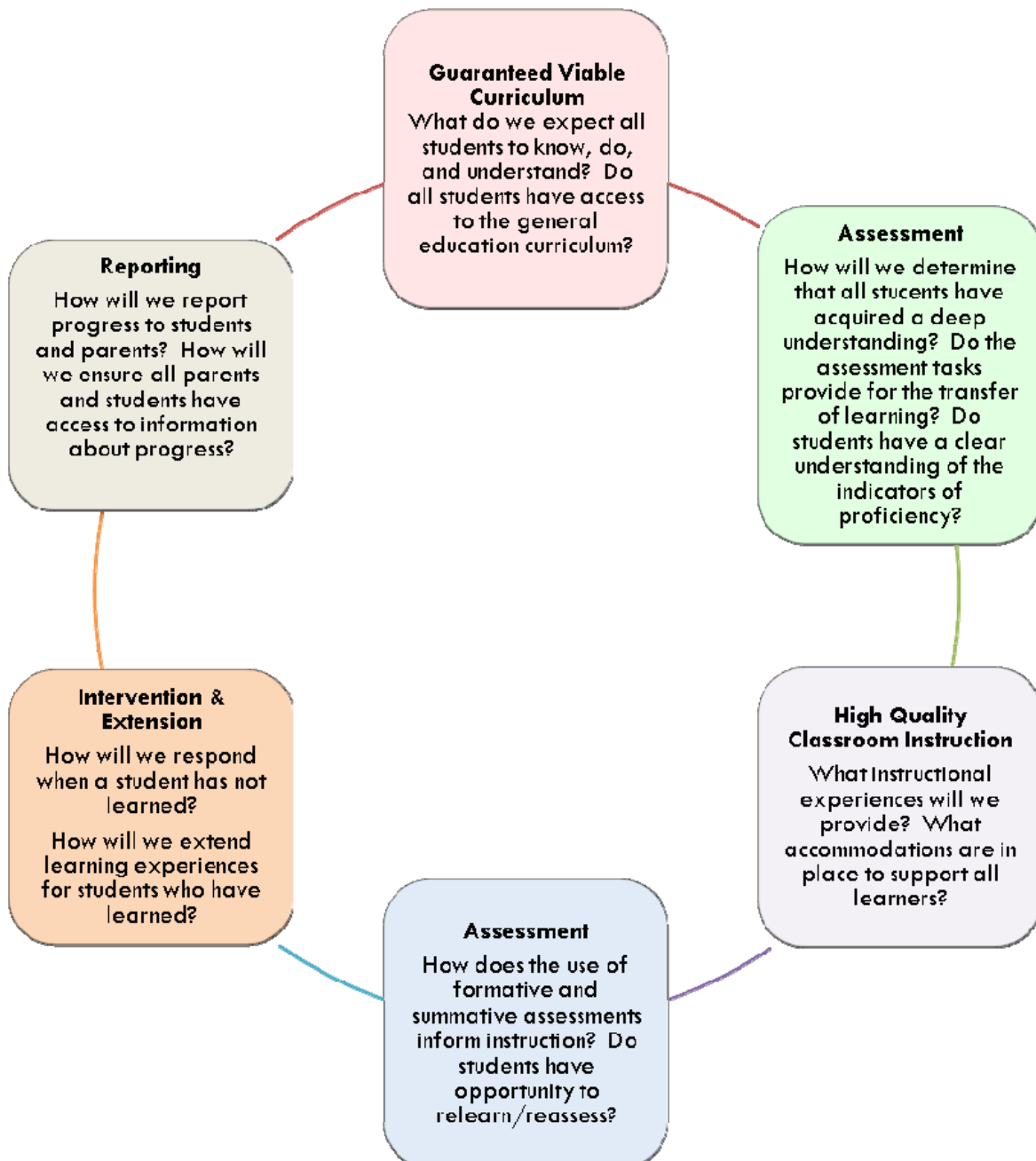
Levels of Understanding Essential Questions



Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

Instructional Framework Making the Connections

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.



Characteristics of a Boulder Valley School District Standards-based Classroom

Curriculum

All Students Have Access to the General Education Curriculum

- Standards/essential learnings are clearly visible—in writing—in age appropriate student-friendly language
- Continual correlation of curriculum is made to the standards/essential learnings
- Models of high quality products (teacher generated, student generated or both) are provided by the district
- Students and parents are informed of expectations (course syllabus course, standards/essential learnings, grading policy, homework policy, and final culminating activity)
- All students are guaranteed access to the standards/essential learnings
- Lessons and units are developed using a backwards design process
- Suggested timelines are followed

Instruction

Quality Instruction Demands Student-Teacher Collaboration in the Learning Process

Instruction focuses on standards/essential learnings/curriculum

- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment

Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension

- Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls)

Students actively engage in learning

- Participate in classroom talk (listening, elaborating, clarifying, expanding)
- Apply rigorous, strategic thinking (application, explanation, perspective, interpretation, perspective, empathy, self-knowledge)

Characteristics of a Boulder Valley School District Standards-based Classroom

Assessment

Assessments are Tightly Aligned to the Standards

- Students and parents are provided with clear descriptions of proficiency
- Classroom grading practices clearly show how students are progressing toward essential learnings/standards
- Grading is based on attainment of the standards
- Student understanding is assessed through multiple types of formative and summative assessments
- Student assessment results are used to make instructional decisions about what direction to take
- Feedback explicitly guides continuous progress toward mastery of the standard and is provided to students in a timely manner
- Opportunities to relearn, reassess, and extend learning are embedded in every classroom
- Teachers collaborate in the design and analysis of common assessments that are aligned to standards
- Students create authentic products and performances for critical audiences

Learning Environment

A Healthy Community of Learners Thrives on Collaborative Processes That Value the Input of All Members

- Positive respectful relationships are evident within the classroom
- Students monitor and manage the quality of their own learning
- Student enrollment shows gender and racial/ethnic diversity
- Verbal and nonverbal cues indicate student engagement
- Teachers plan so that time is used purposefully and efficiently
- Students use time provided purposefully and efficiently
- Students and teachers negotiate and share decisions that positively impact the learning environment
- Teachers help students make connections between community, nation, world, and self
- Teachers show a connectedness with all students, respectful of student diversity and individual differences
- Students believe they are capable of success, take risks to engage in new experiences, and extend skills and habits of mind

Design Templates

Unit Design Template

Desired Results	
BVSD Standard(s)/Essential Learnings	
Unit Enduring Understandings	Unit Essential Questions
Students will know.....	Students will be able to.....
Assessment Evidence	
Performance/Transfer Tasks	Other Evidence
Rubric	Student Self-Assessment and Reflection

Unit Design Template (continued)

Learning Plans

Learning Activities

Materials

Accommodations

Technology Integration

Unit Design Template

Essential Learning:

Assessment:

Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

Curriculum Map

Month	Standards/Essential Learnings	Assessment	Knowledge Skills	Learning Activities	Accommodations	Materials

Curriculum Map

	August	September	October	November	December
Standards/ Essential Learnings					
Assessment					
Knowledge					
Skills					
Learning Activities					
Accommodations					
Materials					

Curriculum Map

	January	February	March	April	May
Standards/Essential Learnings					
Assessment					
Knowledge					
Skills					
Learning Activities					
Accommodations					
Materials					

Curriculum Map

Month

Theme:

Unit Guiding Question(s):

Standards	Assessment	Knowledge and Skills	Learning Activities	Accommodations	Materials
Science					
Math					
Reading					
Writing					
Speaking					
Listening					
Social Studies					
Health					

Curriculum Map

Year At A Glance

	Reading	Writing	Math	Science	Social Studies	Health	Speaking/ Listening
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

Curriculum Map

Unit:

Timing:

Essential Questions

Standards/Essential Learnings

Notes	Assessments	Knowledge and Skills	Learning Activities	Accommodations	Materials

Curriculum Map

Unit:

Timing:

Standards/Essential Learnings	
Enduring Understandings	Assessment
	Knowledge and Skills
Essential Questions	Learning Activities
	Accommodations
	Materials

Curriculum Glossary of Terms

Anchor	An anchor is a sample of work or performance used to set the specific performance standard for each level of proficiency. Anchors contribute to scoring reliability and support students by providing tangible models of quality work.
Assessment	Assessment refers to the act of determining a value or degree.
Authentic assessment	An authentic assessment is one composed of tasks and activities design to simulate or replicate important, real-world challenges. It asks a student to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables. Authentic assessments are meant to do more than “test;” they should teach students what the “doing” of a subject looks like and what kinds of performance challenges are actually considered most important in a field or profession.
Backward Design	An approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. This term is used by Grant Wiggins and Jay McTighe in <i>Understanding by Design</i> .
Benchmark	Clearly demarcated progress points that serve as concrete indicators for a standard.
Big Idea	In <i>Understanding by Design</i> (Wiggins and McTighe, 2005), the core concepts, principles, theories, and processes that should serve as the focal point of the curriculum, instruction, and assessment. Big ideas are enduring and important and transferable beyond the scope of a particular unit.
Concept	A concept is a mental construct or category represented by a word or phrase. Concepts include both tangible objects (chair, telephone) and abstract ideas (bravery, anarchy).
Content Standard	A content standard answers the question, “What a student should know, do or understand?”
Curriculum	The curriculum represents what should be taught. It is an explicit and comprehensive plan that is based on content and process standards.
Curriculum Implementation	Curriculum implementation is putting the curriculum into place.
Curriculum Mapping	Curriculum mapping and webbing are approaches that require teachers to align the curriculum, standards, and learning activities across grade levels, within a grade level to ensure a continuum of learning that makes sense for all students.
Enduring Understanding	Enduring understandings are specific inferences, based on big ideas that have lasting value beyond the classroom. They are full-sentence statements that describe specifically what students will understand about the topic.

Curriculum Glossary of Terms (continued)

Essential Learnings	Essential Learnings are the backbone of a guaranteed viable curriculum. Essential Learnings are aligned with standards and articulate the skills, content, and concepts determined to be non-negotiable areas of proficiency attainment by all students so that they are prepared for the next year/level of education. The Essential Learnings are the mandated curriculum of the Boulder Valley School District and form the basis upon which summative assessments are created.
Essential Question	An Essential Question lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading) and promotes inquiry and un-coverage of a subject. Essential questions do not yield a single answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be overarching, grade level specific, or unit specific in scope.
Essential Topics, Skills, Processes, Concepts	The topics, skills, processes, and concepts clarify the Essential Learnings, describe indicators of achievement, and inform the selection of formative and summative assessments.
Formative assessment	An assessment is considered formative when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs.
Guaranteed Viable Curriculum	In researching what works in schools, Robert Marzano (2003), found five school-level factors that promote student achievement. Using the process of statistical effect size analysis, Marzano concluded that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Marzano defines a guaranteed and viable curriculum as a combination of opportunity to learn (guaranteed) and time to learn (viable). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards to be addressed at specific grade levels and in specific courses. A curriculum is viable when the number of required standards is manageable for a student to learn to a level of mastery in the time provided (usually a semester, trimester, or year).
Learning Activities	These represent the experiences and instruction that will enable students to achieve the desired results such as materials, projects, lectures, videos, homework, assignments, presentations, accommodations, and vocabulary.
Performance Task	A performance task uses one's knowledge to effectively act or bring to fruition a complex product that reveals one's knowledge and expertise.
Prerequisite knowledge and skill	The knowledge and skill required to successfully perform a culminating tasks or achieve an understanding. These typically identify discrete knowledge and know-how required to put everything together in a meaningful, final performance.

Curriculum Glossary of Terms (continued)

Processes	Processes include all the strategies, decisions, and sub-skills a student uses in meeting the content standard.
Product	The tangible and stable result of a performance and the processes that led to it. The product is valid for assessing the student's knowledge to the extent that success or failure in producing the product reflects the knowledge taught and being assessed.
Rubric	A scoring tool that rates performance according to clearly stated levels of criteria and enables students to self-assess. A rubric answers the question, <i>What does understanding or proficiency for an identified result look like?</i> The scales can be numeric or descriptive.
Scope and Sequence	Scope refers to the breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student's school life). Sequence refers to the order in which content is presented to learners over time. The order in which you do it. Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.
Strategies	Strategies are procedures, methods, or techniques to accomplish an essential learning.
Summative assessment	An assessment is considered summative when the feedback is used as a summary of the learning up to a given point in time.

Physical Education Introduction



Boulder Valley Physical Education Background

Purpose

The purpose of a quality physical education program is to guide students in the process of becoming physically active for a lifetime. Physical education is a component of education that takes place through movement. In physical education, as in all academic areas, students must learn the basic skills which require practice and refinement in the physical education setting.

Students integrate and apply the skills learned in physical education to their everyday life. In addition, numerous benefits result from participating in a quality physical education program such as: learning how to live an active and healthy lifestyle, proper nutrition, skill development, improved physical fitness, reinforcement of other subjects, goal setting, self-discipline, leadership and cooperation, stress reduction, enhanced self-efficacy, and strengthened peer relationships.

The physical education setting also provides a unique opportunity for students to develop an understanding and respect for differences among people. Cultural and global awareness can be enhanced through participation in physical activity, sports, dance and/or rhythms from other cultures.

Through regular participation in physical education, students will have the opportunity to develop a pattern of life-enhancing and self-rewarding experiences that contribute to their potential to be healthy New Century Graduates.

Curriculum Development

The guiding principles used to write the Boulder Valley School District's Elementary Physical Education Curriculum were based on the BVSD standards which were adopted by the Board of Education on June 24, 1999. The development of the district standards were influenced by the national standards and the Colorado state standards. The National Association of Sport and Physical Education (NASPE) published *Moving Into the Future National Physical Education Standards: A Guide to Content and Assessment* in 1995. This document contained the national physical education standards for K-12. The Colorado Model Content Standards for K-12 Physical Education were adopted December 11, 1997.

In addition to utilizing the national and state standards, established motor development principles, knowledge of child development practices, and years of practical teaching experiences of the Middle Level Physical Education writing team, influenced the development of the BVSD Middle Level Physical Education Curriculum Essentials.

Boulder Valley Physical Education Content Standards

Physical Education Standard 1

Students demonstrate skills and apply concepts to perform a variety of physical activities.



Physical Education Standard 2

Students demonstrate the components of health-related physical fitness.

Physical Education Standard 3

Students demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.

Physical Education Standard 4

Students demonstrate safe, responsible behavior in physical education settings.

Physical Education Overarching Enduring Understandings and Essential Questions

Overarching Enduring Understandings

- Physical activity involves using movement and motor skills throughout a lifetime.
- Efficient movement improves performance.
- Positive decision making about fitness and nutrition contributes to a healthy lifestyle.
- Rules etiquette in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful.
- Physical activity, sports, dance and/or rhythms can provide opportunities for personal enjoyment, self-expression, challenge, and social interaction.
- Physical activity contributes to building and maintaining a fitness level to enable one to participate in activities of daily living for a lifetime.

Overarching Essential Questions

- Why is the development of motor skills essential?
- Why are skills and game knowledge important to participate in physical activities/sports?
- How does your movement affect performance?
- How do you measure one's physical fitness?
- Why is physical fitness important?
- How do you maintain physical fitness?
- What are the characteristics of fair play?
- What role does cooperation play in physical activities/sports?
- How does physical education enhance social, mental, emotional, and physical well-being?
- What makes physical activity meaningful?

Physical Education Middle Level Essential Learnings

Sixth Grade

- 🚲 Demonstrates proficiency in knowledge and skills while participating in a variety of individual, dual, team, and lifetime sports and activities.
- 🚲 Demonstrates knowledge and understanding of ball possession and game transition.
- 🚲 Identifies the importance of following basic rules while participating in sports and activities
- 🚲 Participates in activities involving the four components of physical fitness
- 🚲 Identifies physical fitness concepts and the benefits of a healthy, active lifestyle
- 🚲 Exhibits appropriate conduct in physical education class

Seventh Grade

- 🚲 Demonstrates and identifies mature sport specific skills necessary to participate in a variety of individual, dual, team, and lifetime sports and activities
- 🚲 Demonstrates knowledge and understanding of game strategies
- 🚲 Identifies the importance of following basic rules while participating in sports and activities
- 🚲 Participates in activities involving the four components of physical fitness and is aware of physiological changes in one's body as a result of physical activity
- 🚲 Identifies physical fitness concepts and the benefits of a healthy, active lifestyle
- 🚲 Exhibits appropriate conduct in physical education class

Physical Education Middle Level Essential Learnings

Eighth Grade

- ⓐ Demonstrates and applies mature sport specific skills to participate successfully in a variety of individual, dual, team, and lifetime sports and activities
- ⓑ Demonstrates knowledge and understanding of game strategies
- ⓒ Identifies the importance of following basic rules while participating in sports and activities
- ⓓ Participates in activities involving the four components of physical fitness and is aware of physiological changes in one's body as a result of physical activity
- ⓔ Identifies concepts important to improving performance and maintaining safety while participating in a variety of games and activities
- ⓕ Exhibits appropriate conduct in physical education class

Physical Education Scope & Sequence K-5

	K	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Locomotion	Walk	Walk Run Jump Slide Gallop	Hop Skip	Jump rope held by others	Leaps Enter/jump/exit rope held by others Jump self-turned rope	Designs & performs routine
Rhythm	Steady beat non-locomotor	Steady beat non-locomotor	Steady beat locomotor	Jump rope	Jump rope	Designs & performs routine
Body Management	Jump Land Start/stop	Jump Leap	Symmetrical & asymmetrical shapes	Chases Flees Dodges Static balance Dynamic balance	Jumps for height & distance Proper body alignment	Designs & performs routine
Manipulatives	Catch self-tossed Kick Underhand roll	Kick Underhand throw Strikes balloon Hand dribbles stationary	Catch thrown object/teacher Foot dribble Overhand throw Strikes balloon	Catch thrown object/partner Punts Strikes with hand or racquet Hand dribbles traveling	Punts to target Overhand throw to target Foot dribbles in shared space Strikes with implements	Performs during game-like activity: hand dribble, foot dribble, throw, catch, volley
Movement Concepts	Concepts related to space, time, force and body	Concepts related to space, time, force and body	Apply concepts related to space, time, force and body Crossing midline	Movement concepts used to improve motor skills	Repeatable sequences of movement Critical elements of movement	Basic game strategies
Health-Related Fitness	Muscular strength Muscular endurance Flexibility Cardiovascular endurance	Muscular strength Muscular endurance Flexibility Cardiovascular endurance	Muscular strength Muscular endurance Flexibility Cardiovascular endurance	Muscular strength Muscular endurance Flexibility Cardiovascular endurance	Muscular strength Muscular endurance Flexibility Cardiovascular endurance	Muscular strength Muscular endurance Flexibility Cardiovascular endurance
Fitness Concepts	Heart beat increase during exercise	Changes in body during exercise	Identify benefits of physical activity	4 Fitness components	FITT Principles Technology	Personalized fitness program
Responsible Behavior	Shares, safe, productive	Shares, safe, productive	Shares, safe, productive	Cooperate Respect Resolve conflicts Group work	Cooperate Respect Resolve conflicts Group work	Cooperate Work independent Assist others Group work

Physical Education Scope & Sequence Secondary

	Sixth Grade	Seventh Grade	Eighth Grade	Comprehensive PE
Standard 1	Basic skills for individual, dual, team, lifetime games and activities	Sport specific skills for individual, dual, team, lifetime games and activities	Sports specific skills applied in appropriate time/sequence for Individual, dual, team, lifetime games and activities	Sports specific skills applied in appropriate time/sequence for individual, dual, team, lifetime games and activities
	Rhythmic patterns	Creates a routine in dance, aerobics or rhythms.	Balance, agility, speed, and coordination are applied to rhythmic movement.	Balance, agility, speed, and coordination are applied to rhythmic movement.
	Ball possession Game transition Offense/defense	Offensive/defensive positions	Smooth transition between offense & defense	Smooth transition between offense & defense
	Basic rules of game	Strategic game plans	Strategic game plans Self-officiate games	Strategic game plans Self-officiate games
Standard 2	Four fitness components Aerobic/anaerobic	Target heart rate zone Sport specific fitness components	Maintains target heart rate zone Sport specific fitness components Circuit Training Interval Training PACER test	Maintains target heart rate zone Sport specific fitness components Weight Lifting Techniques Stretching Techniques Circuit Training Interval Training PACER test
Standard 3	Physical fitness Warm-up, cool-down Muscular strength Muscular endurance Flexibility Cardiovascular Aerobic/anaerobic	Sport specific health-related fitness Sport specific safety and conditioning principles Specific training to improve muscular strength & muscular endurance Heart rate monitor Aerobic/Anaerobic	Improving health-related fitness Flexibility exercises Sport specific training Principles of warm-up/cool-down Aerobic/Anaerobic	Five fitness components Fitness Education Pyramid BMI (Body Mass Index) Stress Reduction Training Principles Aerobic capacity Resting Heart Rate & Recovery Heart Rate Personal Fitness Plan
Standard 4	Conflict resolution strategies Respectful Responsible Acceptance of others	Conflict resolution strategies Problem solving strategies Encourages others Responsible Creates a game with group Acceptance of others	Personal responsibility Positive interactions with others Peer Teaching Peer Coaching Acceptance of others	Works independently Peer Teaching Peer Coaching Works with partner Positive attitude towards physical activity Acceptance of others

Sixth Grade Physical Education Curriculum Essentials



Boulder Valley School District Physical Education Content Standards and Sixth Grade Essential Learnings

Physical Education Standard 1: *Students demonstrate skills and apply concepts to perform a variety of physical activities.*

To meet this standard, a Sixth Grade student:

- √ Demonstrates proficiency in knowledge and skills while participating in a variety of individual, dual, team, and lifetime sports and activities.
- √ Demonstrates knowledge and understanding of ball possession and game transition.
- √ Identifies the importance of following basic rules while participating in sports and activities.

Physical Education Standard 2: *Students demonstrate the components of health-related physical fitness.*

To meet this standard, a Sixth Grade student:

- √ Participates in activities involving the four components of physical fitness.

Physical Education Standard 3: *Students demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.*

To meet this standard, a Sixth Grade student:

- √ Identifies physical fitness concepts and the benefits of a healthy, active lifestyle.

Physical Education Standard 4: *Students demonstrate safe, responsible behavior in physical education settings.*

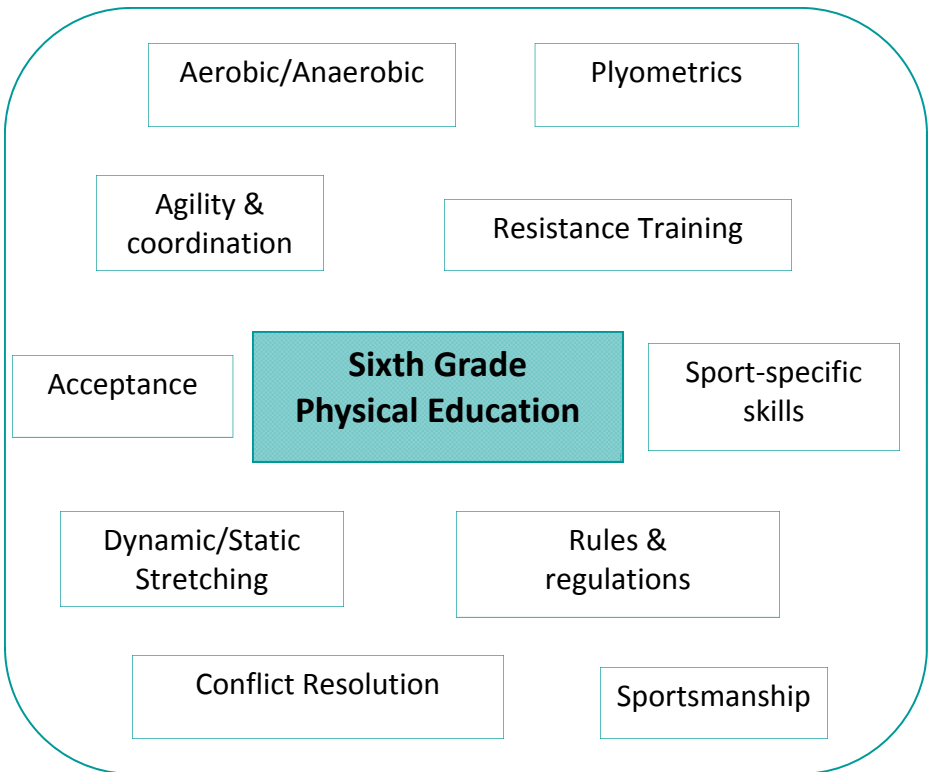
To meet this standard, a Sixth Grade student:

- √ Exhibits appropriate conduct in physical education class.

BVSD Sixth Grade Physical Education Overview

Course Description

Students participate in a variety of physical activities and sports through which they will develop positive attitudes toward group interaction; sportsmanship; the joy of effort; fair play; cooperation; initiative; and an appreciation for the abilities and limitations of self and others. Activities emphasized include: organized exercises, lead-up games, traditional team sports, dual sports, individual sports, rhythmic activities, and self-testing activities. The program is designed to continue development of physical fitness, motor, perception, rhythm, and movement skills.



Effective Components of a Sixth Grade Physical Education Program

- All sixth graders have physical education an equivalent of every other day throughout the school year.
- All students attend physical education classes (BVSD Wellness Policy).
- Teachers offer students a minimum of two units from the following categories: individual, team, and lifetime; at least one of the individual category units must be Dance, Aerobics or Rhythms.
- Provides maximum participation for all students.
- Provides positive, specific feedback as well as corrective feedback.
- Physical activity is not used as a form of discipline.
- Facilitates children’s physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels.
- Communicates through a humane, sensitive approach that every child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity.

Assessment

- | | |
|---------------------|--------------------|
| √ Observation | √ Conferencing |
| √ Participation | √ Portfolio |
| √ Performance Tasks | √ Growth Over Time |
| √ Rubrics | √ Peer Assessments |

Essential Questions

- Why is it necessary to develop specific sports skills to be successful in a game?
- What basic strategies do I need to use in order to be successful in a game?
- What rules of the game are implemented to deter conflict and ensure safety?
- How does an improvement in personal fitness improve quality of life?
- What is physical fitness?
- What does it mean to be physically fit?
- What is sportsmanship?
- How does sportsmanship and teamwork carry over into every day life?

Technology Integration & Information Literacy

- ① Shares knowledge and information with others.
- ① Draws conclusions.
- ① Pedometers and heart rate monitors are used to monitor physical activity.
- ① Home fitness technology can be used such as Wii games and Dance, Dance, Revolution.
- ① Tracks physical activity on fitness websites such as “America on the Move” and “My Pyramid.”
- ① For information about available core software, relevant web resources, and other integration activities please visit <http://bvsd.org/iteach/integration>.

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 1

Students demonstrate skills and apply concepts to perform a variety of physical activities.

Enduring Understandings

To be successful in game-like settings one must have mature motor skills specific to the sport and a knowledge of basic game strategies. Rules define the boundary of the selected game to contribute to the safety and enjoyment of the game.

Essential Questions

- Why is it necessary to develop specific sports skills to be successful in a game?
- What basic strategies do I need to use in order to be successful in a game?
- What rules of the game are implemented to deter conflict and ensure safety?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	6PE1	Demonstrates proficiency in knowledge and skills while participating in a variety of individual, dual, team, and lifetime sports and activities
		a Demonstrates knowledge and understanding of basic fundamental movement patterns in a variety of sports and activities
		b Demonstrates skills and identifies concepts used to participate in a variety of sports and activities
		c Demonstrates basic rhythmic patterns, including the use of skill-related components such as balance, agility, speed, and coordination
	6PE2	Demonstrates knowledge and understanding of ball possession and game transition
		a Identifies the concepts of offense and defense
		b Demonstrates the concepts of offense and defense in game situations
	6PE3	Identifies the importance of following basic rules while participating in sports and activities
		a Demonstrates knowledge and applies basic rules in a variety of sports and activities

Key Academic Vocabulary: agility, speed, coordination, shielding the ball, give 'n go, open space, game strategy, offense, defense, game transition

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 2

Students demonstrate the components of health-related physical fitness.

Enduring Understanding

It is necessary to be physically fit in all four components of fitness in order to live a healthy and productive life.

Essential Question

How does an improvement in personal fitness improve quality of life?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	6PE4	Participates in activities involving the four components of physical fitness
	a	Develops muscular strength, muscular endurance, flexibility, and cardiovascular endurance while participating in a variety of individual, dual, team, and recreational sports and activities
	b	Participates in sustained aerobic and anaerobic exercise through a variety of activities, maintaining a target heart rate sufficient to achieve cardiovascular benefits

Key Academic Vocabulary: muscular strength, muscular endurance, flexibility, cardiovascular endurance, fitness components, aerobic, anaerobic, target heart rate, physical fitness

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 3
Students demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.

Enduring Understanding
 It is necessary to understand the four components of fitness and their importance in living a healthy and productive life.

Essential Questions
 What is physical fitness?
 What does it mean to be physically fit?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	6PE5	Identifies physical fitness concepts and the benefits of a healthy, active lifestyle
		a Identifies how physical fitness is important to participating successfully during individual, dual, team, and/or recreational sports and activities
		b Identifies the importance of a proper warm-up and cool-down before and after participating in physical activity
		c Demonstrates knowledge of activities that will specifically develop muscular strength, muscular endurance, flexibility, and cardiovascular endurance
		d Demonstrates basic principles of training and conditioning, including safety factors, to improve personal fitness in order to successfully participate in a variety of individual, dual, team, and recreational sports and activities
		e Identifies the concepts of aerobic and anaerobic exercise

Key Academic Vocabulary: principles of training, conditioning, muscular strength, muscular endurance, flexibility, cardiovascular endurance, aerobic exercise, anaerobic exercise, static stretch, dynamic stretch, resistance training,

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 4

Students demonstrate safe, responsible behavior in physical education settings.

Enduring Understanding

Fair play deters conflict and enhances enjoyment and safety of the selected game or activity.

Essential Questions

What is fair play?
How does fair play and teamwork carry over into every day life?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	6PE6	Exhibits appropriate conduct in physical education class
		a Uses conflict resolution strategies during activity
		b Demonstrates an awareness and respect of own ability and that of their classmates
		c Behaves responsibly in physical education socially, emotionally and physically
		d Respects self, classmates, staff, and equipment
		e Shows acceptance of all students regardless of personal or physical differences

Key Academic Vocabulary: fair play, conflict resolution, respect, encouragement, acceptance, responsible

Suggested Timelines

Topic	Suggested Timeframe
Individual Activity: Dance, Aerobics or Rhythms.	5 weeks
Individual Activity: 2nd Unit	5 weeks
Team Activity: 1st unit	5 weeks
Team Activity: 2nd unit	5 weeks
Lifetime Activity: 1st Unit	5 weeks
Lifetime Activity: 2nd Unit	5 weeks
Teacher's choice of standards-based activities or extension of Individual, team, or lifetime activity unit.	6 weeks
Conflict resolution strategies	Embedded throughout the year
Respect own ability and that of their classmates	Embedded throughout the year
Respects self, classmates, staff, and equipment.	Embedded throughout the year
Shows acceptance of all students regardless of personal or physical differences.	Embedded throughout the year

Physical Education Sixth Grade Glossary of Terms

Aerobic	Energy producing system within the muscle that requires oxygen.
Agility	The ability to change direction with the least amount of effort and time.
Anaerobic	Energy producing system within the muscle that is without oxygen.
Cardiovascular Endurance	The heart, lungs, and blood vessels work together as a team to allow one to stay active and exercise for a long period of time.
Coordination	The ability to integrate separate motor systems within varying sensory modalities into efficient movement. Coordination is linked to the motor fitness components of balance, speed, and agility.
Dynamic stretching	Involves moving parts of the body continuously while gradually increasing reach, speed of movement or both gently through a full range of motion. Stretching performed while in motion.
Flexibility	The muscles' ability to move a joint through a full range of motion
Muscular Endurance	The maximum <i>number</i> of repetitions one can push, pull, or carry.
Muscular Strength	The maximum amount of weight one can lift, push, pull, or carry <i>one</i> time.
Plyometrics	Exercise involving moving one's body over distance. It involves rapidly repeating stretching and contracting of muscles (as by jumping and rebounding) to increase muscle power.
Resistance Training	An activity that places an additional force against the muscle or muscle group.
Static Stretching	Involves stretching a muscle to the point of mild discomfort by holding it in a maximal stretch for an extended period.

Seventh Grade Physical Education Curriculum Essentials



Boulder Valley School District Physical Education Content Standards and Seventh Grade Essential Learnings

Physical Education Standard 1: *Students demonstrate skills and apply concepts to perform a variety of physical activities.*

To meet this standard, a Seventh Grade student:

- √ Demonstrates and identifies mature sport specific skills necessary to participate in a variety of individual, dual, team, and lifetime sports and activities.
- √ Demonstrates knowledge and understanding of game strategies.
- √ Identifies the importance of following basic rules while participating in sports and activities.

Physical Education Standard 2: *Students demonstrate the components of health-related physical fitness.*

To meet this standard, a Seventh Grade student:

- √ Participates in activities involving the four components of physical fitness and is aware of physiological changes in one's body as a result of physical activity.

Physical Education Standard 3: *Students demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.*

To meet this standard, a Seventh Grade student:

- √ Identifies physical fitness concepts and the benefits of a healthy, active lifestyle.

Physical Education Standard 4: *Students demonstrate safe, responsible behavior in physical education settings.*

To meet this standard, a Seventh Grade student:

- √ Exhibits appropriate conduct in physical education class.

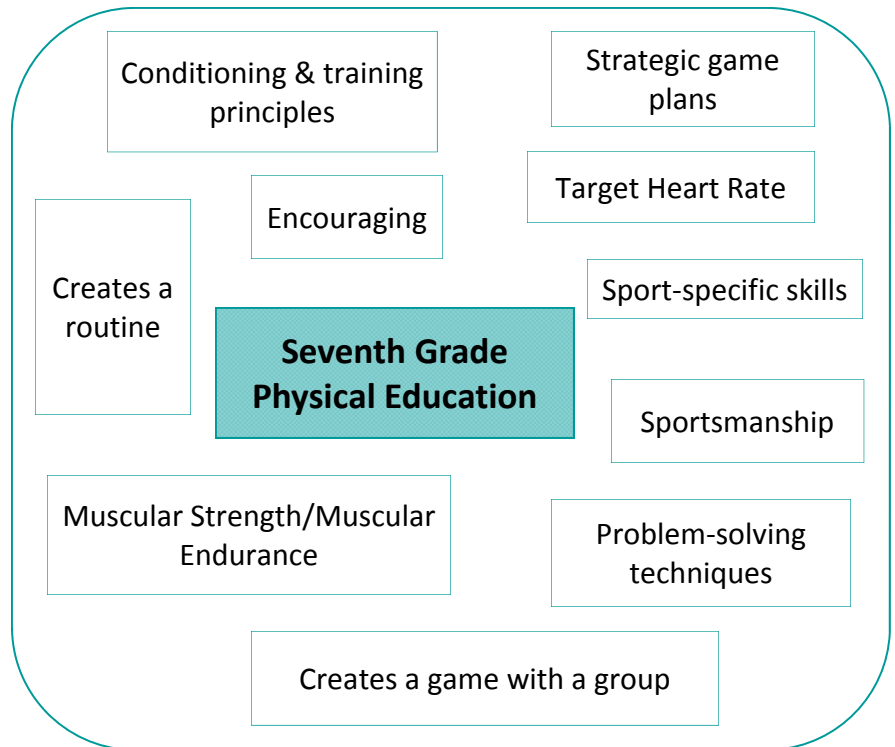
BVSD Seventh Grade Physical Education Overview

Course Description

The Physical Education Program in the seventh grade concentrates on physical fitness and development of mature sports. Specific skills are developed through team, individual, and dual sports as well as rhythmic activities. Emphasis is placed on the introduction of basic fundamentals of sports; developing the knowledge of rules, building personal responsibility, good sportsmanship, and leadership.

Effective Components of a Seventh Grade Physical Education Program

- Seventh graders have physical education an equivalent of 3 quarters or 2 trimesters during the year.
- All students to attend physical education classes.
- Teachers offer students at a minimum two units from the following categories: individual, team, and lifetime; at least one of the individual category units must be Dance, Aerobics or Rhythms.
- Provides maximum participation for all students.
- Provides positive, specific feedback as well as corrective feedback.
- Physical activity is not used as a form of discipline.
- Facilitates children’s physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels.
- Communicates through a humane, sensitive approach that every child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity.



Assessment

- | | |
|---------------------|--------------------|
| ✓ Observation | ✓ Conferencing |
| ✓ Participation | ✓ Portfolio |
| ✓ Performance Tasks | ✓ Growth Over Time |
| ✓ Rubrics | ✓ Peer Assessments |

Essential Questions

- How is performance influenced by proper technique?
- How does the responsibility of abiding by the rules affect participation and strategy?
- Is there a difference between muscular strength and muscular endurance?
- How does physical activity affect one’s heart rate?
- How will positive choices pertaining to physical activities affect one later in life?
- What is the relationship between attitude toward an active lifestyle and physical health?
- Why is giving and showing respect for others important in physical education?
- How does responsibility of abiding by the rules affect the participation of the team or group?

Technology Integration & Information Literacy

- ① Shares knowledge and information with others.
- ① Draws conclusions.
- ① Pedometers and heart rate monitors are used to monitor physical activity.
- ① Home fitness technology can be used such as Wii games and Dance, Dance, Revolution.
- ① Tracks physical activity on fitness websites such as “America on the Move” and “My Pyramid.”
- ① For information about available core software, relevant web resources, and other integration activities please visit <http://bvsd.org/iteach/integration>

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 1

Students demonstrate skills and apply concepts to perform a variety of physical activities.

Enduring Understanding

Activity specific motor skills and object manipulation enhance level of performance.
 Rules define the boundaries of a game or activity and contribute to the enjoyment and participation.

Essential Questions

How is performance influenced by proper technique?
 How does the responsibility of abiding by the rules affect participation and strategy?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	7PE1	Demonstrates and identifies mature sport specific skills necessary to participate in a variety of individual, dual, team, and lifetime sports and activities
		a Demonstrates sport specific skills necessary to participate in a variety of sports and activities
		b Identifies sport specific concepts to participate in a variety of sports and activities
		c Creates and performs an individual routine incorporating advanced skills and movements in dance, aerobics or rhythms
	7PE2	Demonstrates knowledge and understanding of game strategies
		a Demonstrates basic offensive and defensive strategies in a variety of sports
		b Identifies basic offensive and defensive positions necessary to be successful in a variety of game situations
		c Creates and implements strategic game plans with and without opponents
	7PE3	Identifies the importance of following basic rules while participating in sports and activities
		a Identifies and applies the rules necessary to participate in a variety of sports and activities

Key Academic Vocabulary: sport specific skills & concepts, shielding the ball, give 'n go, open space, game strategy, offense, defense, game transition

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 2

Students demonstrate the components of health-related physical fitness.

Enduring Understanding

Muscular strength and muscular endurance are related to performance in specific sports, physical activities, and living a healthy and productive life.

Essential Questions

Is there a difference between muscular strength and muscular endurance?
How does physical activity affect one's heart rate?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	7PE4	Participates in activities involving the four components of physical fitness and is aware of physiological changes in one's body as a result of physical activity
	a	Participates in fitness activities specifically designed to develop muscular strength, muscular endurance, flexibility, and cardiovascular endurance to enhance performance and enjoyment in a specific sport or activity
	b	Demonstrates the ability to exercise within one's target heart rate zone

Key Academic Vocabulary: muscular strength, muscular endurance, flexibility, cardiovascular endurance, fitness components, aerobic, anaerobic, target heart rate, physical fitness, heart rate monitor

Essential Learnings
Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 3
Students demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.

Enduring Understanding
 Physical activities promote emotional, social, and physical well-being.

Essential Question
 How will positive choices pertaining to physical activities affect one later in life?
 What is the relationship between attitude toward an active lifestyle and physical health?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	7PE5	Identifies physical fitness concepts and the benefits of a healthy, active lifestyle
	a	Identifies components of health-related fitness in relationship to participation in a specific sport or activity
	b	Identifies the safety and conditioning principles involved in preparing for a specific sport or activity
	c	Identifies the principles of training and conditioning to improve muscular endurance and muscular strength
	d	Demonstrates the proper use of a heart rate monitor in monitor one’s heart rate during exercise
	e	Identifies the impact of aerobic and anaerobic exercise on heart rate

Key Academic Vocabulary: principles of training, conditioning, muscular strength, muscular endurance, flexibility, cardiovascular endurance, aerobic exercise, anaerobic exercise, static stretch, dynamic stretch, resistance training, heart rate monitor, plyometrics

Essential Learnings
Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 4
Students demonstrate safe, responsible behavior in physical education settings.

Enduring Understanding
 Individuals are responsible for their actions, attitude and participation within their team or group. Problems are solved by analyzing potential consequences when confronted with a behavioral choice.

Essential Question
 Why is giving and showing respect for others important in physical education?
 How does responsibility of abiding by the rules affect the participation of the team or group?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	7PE6	Exhibits appropriate conduct in physical education class
		a Uses conflict resolution strategies and problem-solving strategies
		b Demonstrates an awareness of others physical abilities and encourages all classmates during physical education class
		c Behaves responsibly in physical education socially, emotionally and physically
		d Creates and teaches a game to classmates, which includes rules and objectives, in a group situation
		e Shows acceptance of all students regardless of personal or physical differences

Key Academic Vocabulary: fair play, conflict resolution strategies, problem-solving strategies, respect, encouragement, acceptance, responsibility

Suggested Timelines

Topic	Suggested Timeframe
Individual Activity: Dance, Aerobics or Rhythms.	5 weeks
Individual Activity: 2nd Unit	5 weeks
Team Activity: 1st unit	5 weeks
Team Activity: 2nd unit	5 weeks
Lifetime Activity: 1st Unit	5 weeks
Lifetime Activity: 2nd Unit	5 weeks
Creates a game with a group	2 weeks
Teacher's choice of standards-based activities and/or extension of Individual, Team, or Lifetime activity unit	4 weeks
Conflict resolution and problem-solving strategies	Embedded throughout the year
Encourages classmates	Embedded throughout the year
Acceptance of all students regardless of personal or physical differences.	Embedded throughout the year

Physical Education Seventh Grade Glossary of Terms

Aerobic	Energy producing system within the muscle that requires oxygen.
Agility	The ability to change direction with the least amount of effort and time.
Anaerobic	Energy producing system within the muscle that is without oxygen.
Cardiovascular Endurance	The heart, lungs, and blood vessels work together as a team to allow one to stay active and exercise for a long period of time.
Circuit Training	A series of exercises in which a person moves from one station to another.
Coordination	The ability to integrate separate motor systems within varying sensory modalities into efficient movement. Coordination is linked to the motor fitness components of balance, speed, and agility.
Dynamic stretching	Involves moving parts of the body continuously while gradually increasing reach, speed of movement or both gently through a full range of motion. Stretching performed while in motion.
Flexibility	The muscles' ability to move a joint through a full range of motion
Muscular Endurance	The maximum <i>number</i> of repetitions one can push, pull, or carry.
Muscular Strength	The maximum amount of weight one can lift, push, pull, or carry <i>one</i> time.
Plyometrics	Exercise involving moving one's body over distance. It involves rapidly repeating stretching and contracting of muscles (as by jumping and rebounding) to increase muscle power.
Resistance Training	An activity that places an additional force against the muscle or muscle group.
Static Stretching	Involves stretching a muscle to the point of mild discomfort by holding it in a maximal stretch for an extended period.
Target Heart Rate Zone	Exercising within a range of 50 to 85% of one's maximum heart rate.

Eighth Grade Physical Education Curriculum Essentials



Boulder Valley School District Physical Education Content Standards and Eighth Grade Essential Learnings

Physical Education Standard 1: *Students demonstrate skills and apply concepts to perform a variety of physical activities.*

To meet this standard, an Eighth Grade student:

- √ Demonstrates and applies mature sport specific skills to participate successfully in a variety of individual, dual, team, and lifetime sports and activities.
- √ Demonstrates knowledge and understanding of game strategies.
- √ Identifies the importance of following basic rules while participating in sports and activities.

Physical Education Standard 2: *Students demonstrate the components of health-related physical fitness.*

To meet this standard, an Eighth Grade student:

- √ Participates in activities involving the four components of physical fitness and is aware of physiological changes in one's body as a result of physical activity.

Physical Education Standard 3: *Students demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.*

To meet this standard, an Eighth Grade student:

- √ Identifies concepts important to improving performance and maintaining safety while participating in a variety of games and activities.

Physical Education Standard 4: *Students demonstrate safe, responsible behavior in physical education settings.*

To meet this standard, an Eighth Grade student:

- √ Exhibits appropriate conduct in physical education class.

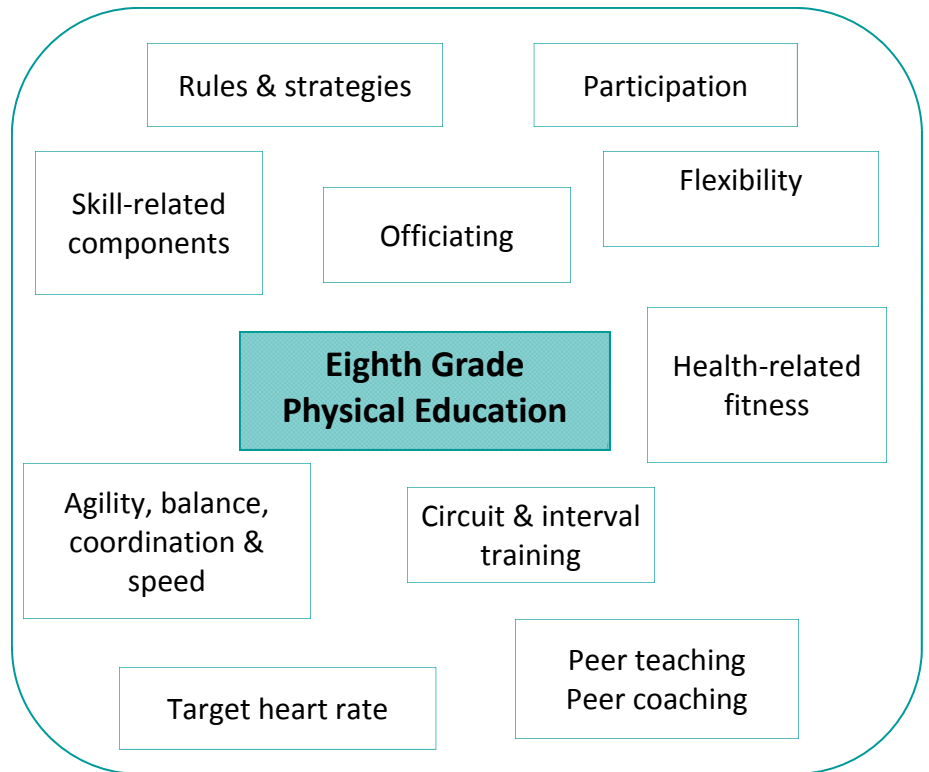
BVSD Eighth Grade Physical Education Overview

Course Description

The eighth grade Physical Education Program emphasizes refinement of skills learned in the previous grade. A greater understanding of game strategies is developed. Continued emphasis is placed on good sportsmanship, personal responsibility, and attaining a higher level of personal fitness.

Effective Components of an Eighth Grade Physical Education Program

- All eighth graders have physical education an equivalent of 3 quarters or 2 trimesters during the year.
- All students attend physical education classes (BVSD Wellness Policy).
- Teachers are offer at a minimum two units from the following categories: individual, team, and lifetime; at least one of the individual category units must be Dance, Aerobics or Rhythms.
- Provides maximum participation for all students.
- Provides positive, specific feedback as well as corrective feedback.
- Physical activity should not be used as a form of discipline.
- Facilitates children’s physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels.
- Communicates through a humane, sensitive approach that every child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity.



Assessment

- | | |
|---------------------|--|
| ✓ Observation | ✓ Growth Over Time |
| ✓ Participation | ✓ Peer Assessments |
| ✓ Performance Tasks | ✓ District’s Cognitive and Fitness Assessments |
| ✓ Rubrics | |
| ✓ Conferencing | |

Essential Questions

- What is speed and agility and how do they improve performance?
- How do rules and strategies for each specific activity increase student success and appreciation for the game or activity?
- What is circuit training and interval training
- How can circuit training and interval training improve one’s fitness?
- How hard should one exercise?
- What is a person’s target heart rate zone?
- How does one improve health-related fitness?
- How does increased flexibility reduce one’s risk of injury while participating in physical fitness activities?
- How does individual participation affect team or group success?

Technology Integration & Information Literacy

- ① Shares knowledge and information with others.
- ① Draws conclusions.
- ① Pedometers and heart rate monitors are used to monitor physical activity.
- ① Home fitness technology can be used such as Wii games and Dance, Dance, Revolution.
- ① Tracks physical activity on fitness websites such as “America on the Move” and “My Pyramid.”
- ① For information about available core software, relevant web resources, and other integration activities please visit <http://bvsd.org/iteach/integration>.

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 1

Students demonstrate skills and apply concepts to perform a variety of physical activities.

Enduring Understanding

Improving speed and agility impact the level of performance. Team and individual decision-making based on rules and strategies heightens success and appreciation for the game or activity.

Essential Questions

What is speed and agility and how do they improve performance?
How do rules and strategies for each specific activity increase student success and appreciation for the game or activity?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8PE1	Demonstrates and applies mature sport specific skills to participate successfully in a variety of individual, dual, team, and lifetime sports and activities	
		a	Applies skills at the appropriate time or in the appropriate sequence in a variety of sports and activities
		b	Demonstrates sport specific skills to participate in a variety of sports and activities
		c	Applies the skill-related components of agility, balance, coordination and speed to enhance performance in rhythmic movements, dance patterns or aerobic routines
	8PE2	Demonstrates knowledge and understanding of game strategies	
		a	Demonstrates smooth transition between offense and defense in game play
		b	Identifies basic offensive and defensive positions necessary to be successful in a variety of game situations
		c	Creates and implements strategic game plans with and without opponents
	8PE3	Identifies the importance of following basic rules while participating in sports and activities	
		a	Demonstrates the ability and knowledge to self-officiate during games

Key Academic Vocabulary: sport specific skills & concepts, game strategy, offense, defense, game transition, officiate, tournament, skill-related components, agility

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 2

Students demonstrate the components of health-related physical fitness.

Enduring Understandings

Circuit training and interval training are two methods of training that can improve the fitness components.

Cardiovascular endurance training will provide long-term benefits in health and performance in games or activities.

Essential Questions

What is circuit training and interval training?

How can circuit training and interval training improve one’s fitness?

How hard should one exercise?

What is a person’s target heart rate zone?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8PE4	Participates in activities involving the four components of physical fitness and is aware of physiological changes in one’s body as a result of physical activity
		a Demonstrates an adequate level of physical conditioning in muscular strength, muscular endurance, flexibility, and cardiovascular endurance to enhance performance in a variety of sports and activities
		b Maintains heart beat in target heart rate zone during aerobic activities

Key Academic Vocabulary: muscular strength, muscular endurance, flexibility, cardiovascular endurance, fitness components, aerobic, anaerobic, target heart rate, physical fitness, heart rate monitor, circuit training, interval training

Essential Learnings
Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 3
Students demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.

Enduring Understanding
 Improving health-related fitness will improve one’s performance in a game of activity.
 Improving flexibility will reduce the risk of muscle and tendon injuries.

Essential Question
 How does one improve health-related fitness?
 How does increased flexibility reduce one’s risk of injury while participating in physical fitness activities?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8PE5	Identifies concepts important to improving performance and maintaining safety while participating in a variety of games and activities
	a	Identifies the role health-related fitness plays in improving performance in a specific sport or activity
	b	Identifies the importance of preparing for physical activity by participating in stretching exercises
	c	Identifies how training and conditioning improves one’s performance in games and activities
	d	Identifies the principles for proper warm-up and cool-down prior to and after participating in physical activity
	e	Develops a personal fitness plan

Key Academic Vocabulary: principles of training, principles of conditioning, health-related fitness, static stretching , dynamic stretching

Essential Learnings
Essential Knowledge, Skills, Topics, Processes, and Concepts

Physical Education Standard 4
Students demonstrate safe, responsible behavior in physical education settings.

Enduring Understanding
 Individuals are responsible for active participation with their team or group.

Essential Question
 How does individual participation affect team or group success?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8PE6	Exhibits appropriate conduct in physical education class
		a Demonstrates personal responsibility for actions during physical activity
		b Demonstrates positive interactions with peers regardless of personal or physical differences
		c Demonstrates peer teaching and peer coaching
		d Shows acceptance of all students regardless of personal or physical differences

Key Academic Vocabulary: fair play, conflict resolution strategies, problem-solving strategies, respect, encouragement, acceptance, personal responsibility, peer teaching, peer coaching, positive interactions

Suggested Timelines

Topic	Suggested Timeframe
Individual Activity: Dance, Aerobics or Rhythms.	5 weeks
Individual Activity: 2nd Unit	5 weeks
Team Activity: 1st unit	5 weeks
Team Activity: 2nd unit	5 weeks
Lifetime Activity: 1st Unit	5 weeks
Lifetime Activity: 2nd Unit	5 weeks
Teacher's choice of standards-based activities and/or extension of Individual, Team, or Lifetime activity unit	5 weeks
Personal responsibility for actions	Embedded throughout the year
Peer Teaching and Peer Coaching	Embedded throughout the year
Positive interactions with peers regardless of personal or physical differences.	Embedded throughout the year
Administer the BVSD Eighth Grade Physical Education Cognitive and Physical Fitness Assessment	1 week, preferably at the end of the quarter or trimester

Physical Education Eighth Grade Glossary of Terms

Aerobic	Energy producing system within the muscle that requires oxygen.
Agility	The ability to change direction with the least amount of effort and time.
Anaerobic	Energy producing system within the muscle that is without oxygen.
Cardiovascular Endurance	The heart, lungs, and blood vessels work together as a team to allow one to stay active and exercise for a long period of time.
Circuit Training	A series of exercises in which a person moves from one station to another.
Coordination	The ability to integrate separate motor systems within varying sensory modalities into efficient movement. Coordination is linked to the motor fitness components of balance, speed, and agility.
Dynamic stretching	Involves moving parts of the body continuously while gradually increasing reach, speed of movement or both gently through a full range of motion. Stretching performed while in motion.
Flexibility	The muscles' ability to move a joint through a full range of motion
Interval Training	A method of training that involves alternating high intensity exercises with recovery periods.
Muscular Endurance	The maximum <i>number</i> of repetitions one can push, pull, or carry.
Muscular Strength	The maximum amount of weight one can lift, push, pull, or carry <i>one</i> time.
Plyometrics	Exercise involving moving one's body over distance. It involves rapidly repeating stretching and contracting of muscles (as by jumping and rebounding) to increase muscle power.
Resistance Training	An activity that places an additional force against the muscle or muscle group.
Static Stretching	Involves stretching a muscle to the point of mild discomfort by holding it in a maximal stretch for an extended period.
Target Heart Rate Zone	Exercising within a range of 50 to 85% of one's maximum heart rate.