

Kate Collins
Middle School

physical education



"every child is a winner when they try their very best!"

Health & Physical Education

Teamwork

Collaboration

Sportsmanship

Strategy

Life Skills

Social skills

Competition

Emotional skills

Family life

Life Saving skills

Listening skills



*You've got brains in your heads,
you've got feet in your shoes,
you can steer yourself
any direction you choose.
~ Dr. Seuss*

- Football
- Soccer
- Softball
- Basketball
- Volleyball
- Tennis
- Bowling
- Corn hole
- CPR
- Healthy Eating
- Ladder golf
- Knock hockey
- Ping Pong
- Golf
- Fitness
- Tabata
- Floor hockey
- Softball

Healthy Body, Healthy Mind

Kate Collins Middle School
PE Pacing Guide School Year 2018-19

Grade Level: 6th - Team Building

6.1 a, b , 6.2 a , 6.4 a , b , c , d		
Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p>To meet this standard, students should be able to:</p> <p><u>Skilled Movement</u> Demonstrate the critical elements of all basic locomotor, non- manipulative and manipulative skills. Demonstrate competence in manipulative skills in dynamic situations.</p> <p><u>Movement Principles and Concepts</u> Understand the following movement concepts: o relationships; o effort; o spatial awareness; and o pathways. Understand skill-related fitness concepts: o agility o balance o coordination o power o reaction; and o speed. Modify their own individual and group activity skills by applying the concepts of relationship, effort, spatial awareness, speed and pathways: o refine, modify and adapt activity skills; and o demonstrate complex movement forms: combining locomotor skills, nonmanipulative skills and manipulative skills into specialized sequences.</p>	<p style="text-align: center;">Alternative Assessment Rubric</p> <p style="text-align: center;">Cooperation Assessment Sheet</p> <p>Rubric to used for cooperation and participation in various activities.</p> <ul style="list-style-type: none"> ● Exit Slips –to be completed by students before leaving class. Students will have the opportunity to ask questions concerning information they are confused on. This will also offer an opportunity for students to comment on likes/dislikes from the unit. ● Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards. <p style="text-align: center;">PE Checkup Assessment</p>	<p>Activities</p> <ul style="list-style-type: none"> - Critter River - Planks - Don't Loose Your Marbles w/ PVC - Frisbee Transport - Minefield - Pass the Hoop <ul style="list-style-type: none"> ● Group Circle ● Group Line - Human Knot - Playing Footie <p>Key Resources</p> <ul style="list-style-type: none"> -A to Z Teacher Stuff http://www.lessonplanz.com/Lesson_Plans/Physical_Education/index.html -Ed Helper http://www.edhelper.com/cat227.htm a good source of information on the integration of physical education with academic subjects. -Game Central Station http://www.gamecentralstation.com/gcshome.asp provides instructions for games, preschool through 12th grade, and links to other instructional website - PE Central http://www.pecentral.org

<p>Responsible Behaviors Follow classroom rules and safety procedures according to the activity being taught. Work together in small groups or as a class to achieve a goal or play successfully as a team. Participate in all activities and accept decisions even when they may not agree. Develop problem-solving skills in physical activity settings.</p>		
---	--	--

Grade Level: 6th - Outdoor Team Activities: Football, Soccer, Field Hockey, Lacrosse, Kickball, Diamond Games

6.1a,b, 6.2a,c,d,6.3a,b,6.4cd,6.5		
Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p>Skilled Movement Demonstrate the critical elements of all basic locomotor, non- manipulative and manipulative skills. Demonstrate competence in manipulative skills in dynamic situations. Demonstrate combinations of locomotor and manipulative skills in a variety of modified game-like situations including cooperative games and competitive games. Use basic offensive and defensive positioning while playing modified versions of team and individual sports (moving to open spaces, closing the spaces through which a ball or person can pass). Apply locomotor, non- manipulative and manipulative skills to participate in games and rhythmic activities that are representative of a variety of cultures and populations.</p>	<ul style="list-style-type: none"> • Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards. • Exit Slips – to be completed by students before leaving class. Students will have the opportunity to ask questions concerning information they are confused on. This will also offer an opportunity for students to comment on likes/dislikes from the unit. • Individual written quiz/test with the definitions • Guided discovery – lead students to a predetermined goal using a series of 	<p>Activities Manipulative Skills (catching/throwing)</p> <ul style="list-style-type: none"> • Football <ul style="list-style-type: none"> -Ultimate Football -Ominikin Football -Capture the Football - Hula Hoop Football Fun - Razzle Dazzle Football • Rocketball <p>Soccer</p> <ul style="list-style-type: none"> • Sideline Soccer • 4 Team Soccer <p>Manipulative Skills (hitting/striking)</p> <ul style="list-style-type: none"> • Field Hockey • Lacrosse

Movement Principles and Concepts

Understand the following movement concepts:

- o relationships;
- o effort;
- o spatial awareness; and
- o pathways.

Understand skill-related fitness concepts:

- o agility;
- o balance;
- o coordination;
- o power;
- o reaction; and
- o speed.

Apply movement principles and concepts to refine skills in modified versions of physical activities. Key concepts include:

- o speed in skill execution;
- o levels in skill execution;
- o directions in skill execution; and
- o pathways in skill execution.

Analyze movement performance using Newton's Third Law in order to learn or improve a movement skill:

- o For every action there is an equal and opposite reaction. When struck, an object will rebound in the opposite direction with the same amount of force with which it was hit.

Modify their own individual and group activity skills by applying the concepts of relationship, effort, spatial awareness, speed and pathways:

- o **refine, modify and adapt** activity skills; and
- o **demonstrate** complex movement forms: combining locomotor skills, nonmanipulative skills and manipulative skills into specialized sequences.

Use games and activities as practice to improve movement performance by:

- o **applying** complex movement forms in practice and game;
- o **explaining** the relationship between skill practice and improved skill performance;
- o applying different principles of learning to skill refinement and application;
- o evaluating and recording skill development; and

Apply basic offensive and defensive tactics by:

questions in which they have to physically explore possible answers.

[Cue Checklist Sheet](#)
[PE Checkup Assessment](#)

[Punting Peer Evaluation \(Football\)](#)

[Venn Diagram: Softball vs. Baseball](#)

Diamond Games

- Whiffle Ball
- Moon Ball
- Kickball
- Softball
- Football “Kickball” - skills of football within a kickball game

Key Resources

-Centers for Disease Control and Prevention Safe USA

www.cdc.gov/safeusa/index.htm

-The Fitness Jumpsite

www.primusweb.com/fitnesspartner/

-Wellness for Kids

www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm

-American Heart Association

www.americanheart.org

-PBS Teacher Source

www.pbs.org/teachersource/

-PELINKS4U

www.pelinks4u.org

-Kids Health

www.kidshealth.org

-AAHPERD Physical Best Program

www.aahperd.org/Physical_Best/template.cfm

-Fitnessgram®

www.cooperinst.org/ftgmain.as

-Centers For Disease Control and Prevention

www.cdc.gov

-Physical Education Lesson Plans and Activities

www.sports-media.org/

-PE Central

www.pe.central.vt.edu

-Kids Running.Com

www.kidsrunning.com

<p>developing game strategies.</p> <p><u>Personal Fitness</u> Examine available resources for measuring fitness such as computer technology, stopwatch, sit and reach box, pedometers, etc.</p> <p><u>Responsible Behaviors</u> Follow classroom rules and safety procedures according to the activity being taught. Work together in small groups or as a class to achieve a goal or play successfully as a team. Understand the importance of skills and activity guidelines, and the relationship to the improvement of performance. Participate in all activities and accept decisions even when they may not agree.</p> <p><u>Physically Active Lifestyle</u> Investigate opportunities available for physical activity within the school program both during and outside of school hours. Be an active participant in regular physical education classes within the school day. Identify activities they can do with their families</p>		
---	--	--

Grade Level: 6th - Indoor Recreational/Team Games : Basketball, Tennis, Bowling, Badminton, Volleyball, Floor Hockey, Diamond Games, Pickle Ball, Handball, Scooter Activities, Wrestling, Archery, Ping Pong (regular/Chinese) , Tug-A-War, Speed Stacking , 4 Square, Speedball, Dodgeball, Hide-Away-Football

6.1a,c, 6.2a,b,c,d, 6.4a,c,d,6.5		
Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p><u>Skilled Movement</u> Demonstrate the critical elements of all basic locomotor, non- manipulative and manipulative skills. Demonstrate competence in manipulative skills in dynamic situations.</p>	<ul style="list-style-type: none"> • Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards. 	<p><u>Activities</u> Manipulative Skills (throwing/catching/shooting)</p> <ul style="list-style-type: none"> • Basketball (rotation) • Knock Out • Dribble Eliminator

Demonstrate combinations of locomotor and manipulative skills in a variety of modified game-like situations including cooperative games and competitive games.

Use basic offensive and defensive positioning while playing modified versions of team and individual sports (moving to open spaces, closing the spaces through which a ball or person can pass).

Apply locomotor, non-manipulative and manipulative skills to participate in games and rhythmic activities that are representative of a variety of cultures and populations.

Movement Principles and Concepts

Understand the following movement concepts:

- o relationships;
- o effort;
- o spatial awareness; and
- o pathways.

Understand skill-related fitness concepts:

- o agility;
- o balance;
- o coordination;
- o power;
- o reaction; and
- o speed.

Modify their own individual and group activity skills by applying the concepts of relationship, effort, spatial awareness, speed and pathways:

- o **refine, modify and adapt** activity skills; and
- o demonstrate complex movement forms: combining locomotor skills, nonmanipulative skills and manipulative skills into specialized sequences.

Use **evaluation** tools and techniques needed to improve skill performance:

- o stopwatches;
- o computer and software applications;
- o heart and pulse monitors;
- o step counters;
- o self-peer assessment;
- o digital cameras; and
- o video recorders.

- Exit Slips –to be completed by students before leaving class. Students will have the opportunity to ask questions concerning information they are confused on. This will also offer an opportunity for students to comment on likes/dislikes from the unit.
- Guided discovery – lead students to a predetermined goal using a series of questions in which they have to physically explore possible answers.

Alternative Assessment Rubric

- Rubric to used for cooperation and participation in various activities.

Basketball Assessment Rubric

Badminton Peer Assessment

Word Search

- Individual written quiz/test with the definitions from various sports.

Cue Checklist Sheet

PE Check Up Assessment

- 3 on 3
- [HORSE](#)
- King of the Court
- [Frisbee Basketball](#)
- [Kickball Basketball](#)
- [Soccer Basketball](#)

Racquet Sports

- Tennis
- ✓ [Throw and Catch Tennis](#)
- ✓ [Service Anyone?](#)
- Badminton
- ✓ [Badminton Golf](#)
- [Pickle Ball](#)
- [Ping Pong](#)

Diamond Games

- Kickball
- Mat Ball
- Crazy Kickball
- Basket Kickball
- Whiffle Ball
- Sacket
- Softball
- Moonball

Manipulative Skills (hitting/striking)

- Nok-Hockey
- Volleyball
- 4 Square Volleyball
- Blind Man Volleyball
- [Volleyball Pickup](#)

- Floor Hockey
- 4 Square
- Team Handball
- Striker

Scooter Activities

- Scooter Relays
- Scooter Cageball

Use games and activities as practice to improve movement performance by:

- o applying complex movement forms in practice and game;
- o explaining the relationship between skill practice and improved skill performance;
- o applying different principles of learning to skill refinement and application;
- o evaluating and recording skill development; and
- o moving to a rhythm.

Apply basic offensive and defensive tactics by:

- o developing game strategies.

Responsible Behaviors

Follow classroom rules and safety procedures according to the activity being taught.

Work together in small groups or as a class to achieve a goal or play successfully as a team.

Understand the importance of skills and activity guidelines, and the relationship to the improvement of performance.

Participate in all activities and accept decisions even when they may not agree.

Develop problem-solving skills in physical activity settings

Physically Active Lifestyle

Identify community groups, classes, and facilities available for participating in physical activity.

Investigate opportunities available for physical activity within the school program both during and outside of school hours.

Be an active participant in regular physical education classes within the school day.

Identify activities they can do with their families.

- Scooter Basketball
- Scooter Hockey
- [Scooter Bring backs](#)

Manipulative Skills (throwing/Rolling)

- Eliminator
- Queen Ball
- Birmingham Jail
- Wizard
- Basket Dodge
- Handball
- Pin Dodge
- Horseshoes
- [Corn Hole](#)
- [Flickerball](#)
- Bowling
- ✓ [Progressive Bowling](#)

- [Omnikin Ball Activities](#)

- Wrestling
- [Archery](#)
- Tug -A-War
- [Speed Stacking](#)

Key Resources

- Centers for Disease Control and Prevention Safe USA
www.cdc.gov/safeusa/index.htm
- The Fitness Jumpsite
www.primusweb.com/fitnesspartner/
- Wellness for Kids
www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm
- American Heart Association
www.americanheart.org
- PBS Teacher Source
www.pbs.org/teachersource/
- PELINKS4U
www.pelinks4u.org
- Kids Health
www.kidshealth.org
- AAHPERD Physical Best Program

		www.aahperd.org/Physical_Best/template.cfm - Fitnessgram® www.cooperinst.org/ftgmain.as - Centers For Disease Control and Prevention www.cdc.gov - Physical Education Lesson Plans and Activities www.sports-media.org/ -PE Central www.pe.central.vt.edu - Kids Running.Com www.kidsrunning.com

Grade Level: 6th - Rhythmic Activities

6.1a,b, 6.2a, 6.4a,c,d,6.5		
Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p><u>Skilled Movement</u> Demonstrate the critical elements of all basic locomotor, non- manipulative and manipulative skills. Demonstrate competence in manipulative skills in dynamic situations. Combine locomotor, non-manipulative and manipulative movements into teacher or student created rhythmic sequences. Apply locomotor, non- manipulative and manipulative skills to participate in games and rhythmic activities that are representative of a variety of cultures and populations.</p> <p><u>Movement Principles and Concepts</u> Understand the following movement concepts: o relationships; o effort; o spatial awareness; and o pathways. Use available technology resources such as heart and pulse monitors, computer technology, skin calipers, digi-walkers, stopwatches, etc., to improve skill performance.</p>	<ul style="list-style-type: none"> ● Research the history of a sport or dance that has been incorporated into the American culture. ● Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards. 	<p><u>Activities</u></p> <p>-Dance</p> <ul style="list-style-type: none"> ● C'motion (Dance Revolution) ● Create A Dance ● Modern Dance (You Tube) <p>- Aerobics - Tabata workouts - Fitness Videos</p> <ul style="list-style-type: none"> ● TAE-BO ● YOGA <p><u>Key Resources</u></p> <p>-Centers for Disease Control and Prevention Safe USA www.cdc.gov/safeusa/index.htm - The Fitness Jumpsite www.primusweb.com/fitnesspartner/ -Wellness for Kids www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm -American Heart Association www.americanheart.org -PBS Teacher Source www.pbs.org/teachersource/ - PELINKS4U www.pelinks4u.org</p>

Use evaluation tools and techniques needed to improve skill performance:

- o stopwatches;
- o body composition assessments: skin calipers, bioimpedance, body mass index;
- o computer and software applications;
- o heart and pulse monitors;
- o step counters;
- o self-peer assessment;
- o digital cameras; and
- o video recorders.

o moving to a rhythm.

Responsible Behaviors

Follow classroom rules and safety procedures according to the activity being taught.

Work together in small groups or as a class to achieve a goal or play successfully as a team.

Understand the importance of skills and activity guidelines, and the relationship to the improvement of performance.

Physically Active Lifestyle

Identify community groups, classes, and facilities available for participating in physical activity.

Investigate opportunities available for physical activity within the school program both during and outside of school hours.

Be an active participant in regular physical education classes within the school day.

Identify activities they can do with their families.

- Kids Health
www.kidshealth.org
- AAHPERD Physical Best Program
www.aahperd.org/Physical_Best/template.cfm
- Fitnessgram®
www.cooperinst.org/ftgmain.as
- Centers For Disease Control and Prevention
www.cdc.gov
- Physical Education Lesson Plans and Activities
www.sports-media.org/
- PE Central
www.pe.central.vt.edu
- Kids Running.Com
www.kidsrunning.com

Grade Level: 6th - Outdoor Recreational Activities

6.1a,b, 6.2a, 6.4a,c,d,6.5		
Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p>Skilled Movement</p> <p>Demonstrate the critical elements of all basic locomotor, non- manipulative and manipulative skills.</p> <p>Demonstrate combinations of locomotor and manipulative skills in a variety of modified game-like situations including cooperative games and competitive games.</p> <p>Combine locomotor, non-manipulative and manipulative movements into teacher or student created rhythmic sequences.</p> <p>Apply locomotor, non- manipulative and manipulative skills to participate in games and rhythmic activities that are representative of a variety of cultures and populations.</p> <p>Movement Principles and Concepts</p> <p>Understand the following movement concepts:</p> <ul style="list-style-type: none"> o relationships; o effort; o spatial awareness; and o pathways. <p>Understand skill-related fitness concepts:</p> <ul style="list-style-type: none"> o agility; o balance; o coordination; o power; o reaction; and o speed. <p>Use available technology resources such as heart and pulse monitors, computer technology, skin calipers, digi-walkers, stopwatches, etc., to improve skill performance.</p> <p>Apply movement principles and concepts to refine skills in modified versions of physical activities.</p> <p>Key concepts include:</p> <ul style="list-style-type: none"> o speed in skill execution; 	<ul style="list-style-type: none"> ● Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards. ● Exit Slips – to be completed by students before leaving class. Students will have the opportunity to ask questions concerning information they are confused on. This will also offer an opportunity for students to comment on likes/dislikes from the unit. ● Guided discovery- lead students to a predetermined goal using a series of questions in which they have to physically explore possible answers. <p>PE Check Up Assessment</p>	<p>Activities</p> <p>Manipulative Skills (throwing)</p> <ul style="list-style-type: none"> ● Corn Hole ● Ladder Ball ● Kan Jam ● Frisbee Golf ● Lawn Darts ● Croquet <ul style="list-style-type: none"> - Golf - Jump Ropes - Fitness Walking w/ pedometers - Orienteering <p>Key Resources</p> <ul style="list-style-type: none"> -Centers for Disease Control and Prevention Safe USA www.cdc.gov/safeusa/index.htm - The Fitness Jumpsite www.primusweb.com/fitnesspartner/ -Wellness for Kids www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm -American Heart Association www.americanheart.org -PBS Teacher Source www.pbs.org/teachersource/ - PELINKS4U www.pelinks4u.org - Kids Health www.kidshealth.org - AAHPERD Physical Best Program www.aahperd.org/Physical_Best/template.cfm - Fitnessgram® www.cooperinst.org/ftgmain.as - Centers For Disease Control and Prevention www.cdc.gov - Physical Education Lesson Plans and Activities www.sports-media.org/ -PE Central www.pe.central.vt.edu

- o levels in skill execution;
- o directions in skill execution; and
- o pathways in skill execution.

Analyze movement performance using Newton's Third Law in order to learn or improve a movement skill:

o For every action there is an equal and opposite reaction. When struck, an object will rebound in the opposite direction with the same amount of force with which it was hit.

Modify their own individual and group activity skills by applying the concepts of relationship, effort, spatial awareness, speed and pathways:

- o refine, modify and adapt activity skills; and
- o demonstrate complex movement forms: combining locomotor skills, nonmanipulative skills and manipulative skills into specialized sequences.

Use evaluation tools and techniques needed to improve skill performance:

- o stopwatches;
- o body composition assessments: skin calipers, bioimpedance, body mass index;
- o computer and software applications;
- o heart and pulse monitors;
- o step counters;
- o self-peer assessment;
- o digital cameras; and
- o video recorders.

Use games and activities as practice to improve movement performance by:

- o applying complex movement forms in practice and game;
- o **explaining** the relationship between skill practice and improved skill performance;
- o **applying** different principles of learning to skill refinement and application;

Responsible Behaviors

Follow classroom rules and safety procedures according to the activity being taught.

Work together in small groups or as a class to achieve a goal or play successfully as a team.

o Kids Running.Com
www.kidsrunning.com

<p>Understand the importance of skills and activity guidelines, and the relationship to the improvement of performance. Participate in all activities and accept decisions even when they may not agree. Develop problem-solving skills in physical activity settings</p> <p><u>Physically Active Lifestyle</u> Identify community groups, classes, and facilities available for participating in physical activity. Investigate opportunities available for physical activity within the school program both during and outside of school hours. Be an active participant in regular physical education classes within the school day. Identify activities they can do with their families.</p>		
---	--	--

Grade Level: 6th - Fitness / Conditioning

6.3 a, b, 6.4c		
Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p>Personal Fitness Examine available resources for measuring fitness such as heart or pulse monitors, computer technology, skin calipers, stopwatch, sit and reach box, pedometers, etc. Define short-term and long-term goals and discuss their relationship to improving personal fitness. Develop a plan for improving at least two areas of health-related fitness including both short-term and long-term goals. Incorporate principles of training such as overload, progression, specificity, and the FITT principle in their program for improvement.</p>	<ul style="list-style-type: none"> • Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards. • Improvements made on Fitnessgram scores • Pedometer Activity Level Slips • FITT Principle <p>Heart Rate Predictions Worksheet</p> <p>PE Daily Activity Levels Worksheet</p>	<p>Activities Fitness Gram Testing</p> <ul style="list-style-type: none"> - Mile - PACER - Pushups -Curl-ups -Sit and Reach -Trunk Lift <p>-Tabata workouts -Fitness room</p> <ul style="list-style-type: none"> • WarriorX.com <p>-Run/Walking</p> <ul style="list-style-type: none"> • Buddy Run/Walk • Group PACER • Rock, Paper, Scissors (hands)

Responsible Behaviors

Follow classroom rules and safety procedures according to the activity being taught.

Work together in small groups or as a class to achieve a goal or play successfully as a team.

Understand the importance of skills and activity guidelines, and the relationship to the improvement of performance.

Participate in all activities and accept decisions even when they may not agree.

- A reflective journal to be given to the students so they can reflect on the importance of fitness assessments and why they are important.
- [My Fitness Gram Goals Worksheet](#) – allows students the opportunity to write their goals for fitness gram testing

[Components of Fitness Worksheet](#) to be used to check understanding of Fitness Gram Testing and areas for improvement.

[Flexibility Assessment Worksheet](#) to be completed by the students.

- Rock, Paper, Scissors (feet)
- Pedometer Walks
- [Chicken Baseball](#)

- Lifetime Fitness Skills

- Fitness Stations
- Circuit Training
- Relays
- Biggest Loser Fitness Videos
- [High Rollers](#)
- Dizzy Dominos

- [Jump Rope](#)

- Jump and Jog Fitness

- Tag Games /Activities

- Speed Walk Tag
- Ball Toss Tag
- Back Tag
- Exercise Tag
- Duck, Duck, Goose
- Rabbit
- Sharks and Minnows
- 4 Corners with Spinner

- Fitness on the Double

Key Resources

-PE Central

www.pe.central.vt.edu

-PBS Teacher Source

www.pbs.org/teachersource/

-PELINKS4U

www.pelinks4u.org

-Kids Health

www.kidshealth.org

-AAHPERD Physical Best Program

www.aahperd.org/Physical_Best/template.cfm

-Fitnessgram®

www.cooperinst.org/ftgmain.as

-Centers For Disease Control and Prevention

www.cdc.gov

-Physical Education Lesson Plans and Activities

www.sports-media.org/

		Human Kinetics. <u>Physical Best Activity Guide: Middle and High School</u> . Human Kinetics