

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: 7th - Team Building

7.1b,7.2b,d,7.4a,b,c	August	
Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p><i>To be successful with this standard, students are expected to:</i></p> <p><u>Skilled Movement</u> Apply basic mechanical principles to improve the performance of movement skills in games, rhythmic activities and recreational activities (how much speed and/or force is required to move the body or an implement in a given situation). Perform basic skills associated with recreational activities. Engage in basic movement skills used in recreation. Demonstrate safety procedures associated with recreation (use of proper safety equipment, equipment inspections). Self-assess skill/ability level to safely participate in physical activities, including recreation.</p> <p><u>Movement Principles and Concepts</u> Apply all concepts previously learned. Explain biomechanical principles: center of gravity, base of support, and spatial awareness. Identify and apply basic scientific principles to improve personal skill performance: o center of gravity; o base of support; o spatial awareness; and o generation of force. Experience self- and peer-assessment. Apply biomechanical principles to motor learning. Detect and correct errors in performance for self and others. Continue to improve performance.</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><u>Activities</u> -Critter River - Planks - Ball Pass w/ PVC (Don't Loose Your Marbles) -Frisbee Transport - Minefield - Pass the Hoop <ul style="list-style-type: none"> ● Group Circle ● Group Line -Human Knot - Playing Footie</p> <p><u>Key Resources</u> -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>

<p><u>Responsible Behaviors</u> Incorporate their knowledge of problem-solving, conflict resolution, responsibility, and safety during physical activity. Complete challenges in a safe manner. Demonstrate safety procedures while engaging in physical activity.</p> <p><u>Physically Active Lifestyle</u> Identify activities that improve health-related fitness. Formulate a plan of physical activity for improving or maintaining health-related fitness including goals.</p>		
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Grade Level: 7th - Outdoor Team Activities: Football, Soccer, Field Hockey, Lacrosse, Kickball, Diamond Games

7.1a,b,7.2a,b,c,d,e,7.4a,b,c,7.5a,b		
Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p><i>To be successful with this standard, students are expected to:</i></p> <p><u>Skilled Movement</u> Combine movement skills that have been practiced and learned for unpredictable situations in modified team and individual sport activities (throwing and catching while moving, dribbling and shooting while moving). Use basic offensive and defensive strategies while playing modified versions of team and individual sports</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 	<p><u>Activities</u> Manipulative Skills (catching/throwing)</p> <ul style="list-style-type: none"> • Football -Ultimate Football -Ominikin Football -Capture the Football -Flag Football - Razzle Dazzle Football - Hula Hoop Football Fun

(moving away from the ball into open spaces not occupied by a defender, staying between an opponent and the goal).

Perform basic skills associated with recreational activities.

Engage in basic movement skills used in recreation.

Demonstrate safety procedures associated with recreation (use of proper safety equipment, equipment inspections).

Self-assess skill/ability level to safely participate in physical activities, including recreation.

Movement Principles and Concepts

Apply all concepts previously learned.

Explain biomechanical principles: center of gravity, base of support, and spatial awareness.

Understand generation of force.

Identify and apply basic scientific principles to improve personal skill performance:

- o center of gravity;
- o base of support;
- o spatial awareness; and
- o generation of force.

Experience self- and peer-assessment.

Participate in modified games as opportunities to practice skills.

Adapt skills to new games.

Apply biomechanical principles to motor learning.

Demonstrate offensive and defensive tactics.

Detect and correct errors in performance for self and others.

Responsible Behaviors

Incorporate their knowledge of problem-solving, conflict resolution, responsibility, and safety during physical activity.

Demonstrate safety procedures while engaging in physical activity.

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 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](#)

- Ultimate Frisbee

- [Rocketball](#)

Soccer

- Sideline Soccer
- 4 Team Soccer

Manipulative Skills (hitting/striking)

- Field Hockey
- Lacrosse

[Diamond Games](#)

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

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: 7th - Indoor Recreational/Team Games : 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, Handball, Hide-Away-Football

7.1a,b,7.2a,b,c,d,e,7.4a,b,c,7.5a,b		
Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p><i>To be successful with this standard, students are expected to:</i></p> <p><u>Skilled Movement</u> Use basic offensive and defensive strategies while playing modified versions of team and individual sports (moving away from the ball into open spaces not occupied by a defender, staying between an opponent and the goal). Apply basic mechanical principles to improve the performance of movement skills in games, rhythmic activities and recreational activities (how much speed and/or force is required to move the body or an implement in a given situation). Perform basic skills associated with recreational activities. Engage in basic movement skills used in recreation. Demonstrate safety procedures associated with recreation (use of proper safety equipment, equipment inspections).</p> <p><u>Movement Principles and Concepts</u> Apply all concepts previously learned. Experience self- and peer-assessment. Participate in modified games as opportunities to practice skills. Adapt skills to new games. Apply biomechanical principles to motor learning. Demonstrate offensive and defensive tactics. Detect and correct errors in performance for self and others. Continue to improve performance.</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. ● Guided discovery – lead students to a predetermined goal using a series of questions in which they have to physically explore possible answers. <p>Alternative Assessment Rubric</p> <ul style="list-style-type: none"> ● Rubric used for cooperation and participation in various activities. <p>Basketball Assessment Rubric</p> <p>Badminton Peer Assessment</p> <p>Word Search</p>	<p><u>Activities</u> Manipulative Skills (throwing/catching/shooting)</p> <ul style="list-style-type: none"> ● Basketball (Rotation) ● Knock Out ● Dribble Eliminator ● 3 on 3 ● HORSE ● King of the Court ● Kickball Basketball ● Soccer Basketball <p>Racquet Sports</p> <ul style="list-style-type: none"> ● Tennis ✓ Throw and Catch Tennis ✓ Service Anyone? ● Badminton ✓ Badminton Golf ● Pickle Ball ● Ping Pong (regular/Chinese) ● Racquetball <p><u>Diamond Games</u></p> <ul style="list-style-type: none"> ● Kickball ● Mat Ball ● Crazy Kickball ● Basket Kickball ● Whiffle Ball ● Sacket ● Softball ● Moonball

Identify similar movements.

Responsible Behaviors

Incorporate their knowledge of problem-solving, conflict resolution, responsibility, and safety during physical activity.

Complete challenges in a safe manner.

Demonstrate safety procedures while engaging in physical activity.

Physically Active Lifestyle

Formulate a plan of physical activity for improving or maintaining health-related fitness including goals.

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

[Cue Checklist Sheet](#)

[PE Check Up Assessment](#)

Manipulative Skills (hitting/striking)

- Volleyball
- Nok-Hockey
- [4 Square Volleyball](#)
- [Blind Man's Volleyball](#)
- Floor Hockey
- [4 Square](#)
- Team Handball
- Striker

Scooter Activities

- Scooter Relays
- Scooter Cageball
- 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](#)
- Bowling

[Omnikin Ball Activities](#)

- Temple of Doom
- Freeze Tag

- Wrestling

- [Archery](#)

- Tug -A-War / Tire Tug-A-War

- [Speed Stacking](#)

		<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 - Kids Running.Com www.kidsrunning.com
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Grade Level: 7th - Rhythmic Activities

7.1d, 7.2d, 7.4a,c, 7.5a		
Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p><i>To be successful with this standard, students are expected to:</i></p> <p>Skilled Movement <u>Apply</u> basic mechanical principles to improve the performance of movement skills in games, rhythmic activities and recreational activities (how much speed and/or force is required to move the body or an implement in a given situation).</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 <u>observation and assessment</u> of skill performance using critical element checklists or task cards 	<ul style="list-style-type: none"> -Dance <ul style="list-style-type: none"> ● C'motion (Dance Revolution) ● Create A Dance ● Modern Dance (You Tube) - Aerobics - Tabata workouts - Fitness Videos

<p>Perform basic skills associated with recreational activities. Engage in basic movement skills used in recreation. Demonstrate safety procedures associated with recreation (use of proper safety equipment, equipment inspections). Self-assess skill/ability level to safely participate in physical activities, including recreation. Perform dance and rhythmic sequences using basic social and international dance steps and patterns.</p> <p><u>Movement Principles and Concepts</u> Explain biomechanical principles: center of gravity, base of support, and spatial awareness. Experience self- and peer-assessment. Continue to improve performance. Identify similar movements.</p> <p><u>Responsible Behaviors</u> Demonstrate safety procedures while engaging in physical activity.</p> <p><u>Physically Active Lifestyle</u> Identify activities that improve health-related fitness. Formulate a plan of physical activity for improving or maintaining health-related fitness including goals. Define stress and stress management. Examine the effect physical activity plays on managing stress.</p>	<ul style="list-style-type: none"> ● Students design an aerobic workout with partners to demonstrate activities that have been learned throughout the unit. 	<ul style="list-style-type: none"> - Jump Rope - Fitness Videos <ul style="list-style-type: none"> ○ TAE-BO ○ YOGA <p><u>Key Resources</u></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 -Kids Running.Com www.kidsrunning.com
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Grade Level: 7th - Outdoor Recreational Activities

Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p><i>To be successful with this standard, students are expected to:</i></p> <p><u>Skilled Movement</u> Combine movement skills that have been practiced and learned for unpredictable situations in modified team and individual sport activities (throwing and catching while moving, dribbling and shooting while moving). Apply basic mechanical principles to improve the performance of movement skills in games, rhythmic activities and recreational activities (how much speed and/or force is required to move the body or an implement in a given situation). Perform basic skills associated with recreational activities. Engage in basic movement skills used in recreation. Demonstrate safety procedures associated with recreation (use of proper safety equipment, equipment inspections). Self-assess skill/ability level to safely participate in physical activities, including recreation.</p> <p><u>Movement Principles and Concepts</u> Apply all concepts previously learned. Explain biomechanical principles: center of gravity, base of support, and spatial awareness. Understand generation of force. Identify and apply basic scientific principles to improve personal skill performance: o center of gravity; o base of support; o spatial awareness; and o generation of force. Experience self- and peer-assessment. Participate in modified games as opportunities to practice skills. Adapt skills to new games. Apply biomechanical principles to motor learning.</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. 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><u>Activities</u> 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><u>Key Resources</u> -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 Kids Running.Com www.kidsrunning.com</p>

<p>Demonstrate offensive and defensive tactics. Detect and correct errors in performance for self and others. Continue to improve performance. Identify similar movements.</p> <p>Responsible Behaviors Incorporate their knowledge of problem-solving, conflict resolution, responsibility, and safety during physical activity. Complete challenges in a safe manner.</p> <p>Physically Active Lifestyle Define stress and stress management. Examine the effect physical activity plays on managing stress.</p>		
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Grade Level: 7th - Fitness / Conditioning

7.2b,7.3a,b,c,d,e, 7.4a,c, 7.5 a		
Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p><i>To be successful with this standard, students are expected to:</i></p> <p>Skilled Movement Apply basic mechanical principles to improve the performance of movement skills in games, rhythmic activities and recreational activities (how much speed and/or force is required to move the body or an implement in a given situation). Engage in basic movement skills used in recreation. Self-assess skill/ability level to safely participate in physical activities, including recreation.</p> <p>Movement Principles and Concepts Apply all concepts previously learned. Experience self- and peer-assessment.</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 Sheet • FITT Principle <p>Heart Rate Predictions Worksheet</p> <p>PE Daily Activity Level Worksheet</p> <ul style="list-style-type: none"> • A reflective journal to be given to the students so they can reflect on the 	<p>Activities Fitness Gram Testing</p> <ul style="list-style-type: none"> - Mile - PACER - Pushups -Curl-ups -Sit and Reach -Trunk Lift <p>-Run/Walking</p> <ul style="list-style-type: none"> • Buddy Run/Walk • Group PACER • Rock, Paper, Scissors (hands) • Rock, Paper, Scissors (feet) • Pedometer Walks • Indian Run

Participate in modified games as opportunities to practice skills.

Adapt skills to new games.

Apply biomechanical principles to motor learning.

Detect and correct errors in performance for self and others.

Continue to improve performance.

Personal Fitness

Describe safety precautions for developing physical fitness such as:

o proper warm-up and cool-down techniques;

o exercise in cold and hot weather conditions;

o use of appropriate safety equipment in various types of activities;

Identify essential components of a personal fitness plan such as goals, use of the FITT principle, and other training strategies.

Investigate available resources for monitoring fitness improvement such as heart/pulse monitor, computer technology, skin calipers, sit and reach box, body analysis devices, stopwatch, etc.

Demonstrate an understanding of "body composition" and its relationship to activity (proportions of fat, bones, muscles, fluid that make up body weight).

Responsible Behaviors

Complete challenges in a safe manner.

Demonstrate safety procedures while engaging in physical activity.

Physically Active Lifestyle

Identify activities that improve health-related fitness.

Define stress and stress management.

Examine the effect physical activity plays on managing stress.

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.

- Lifetime Fitness Skills

- Fitness Stations
- Circuit Training
- Relays
- RACETRACK w/ heart rate monitor
- [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. [Physical Best Activity Guide: Middle and High School](#). Human Kinetics

