

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

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



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

Healthy Body, Healthy Mind

**Kate Collins Middle School
PE Curriculum Guide School Year 2018-19**

Level: 8th - Team Building

.3a,e,8.5a,b,c	August	
Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p><i>2 successful with this standard, students expected to :</i></p> <p>Identify Movement Illustrate, without cue, critical movement elements in variety of modified small group games, rhythmic and activities, and recreational pursuits. Identify speed (fast/slow), force (strong/light), flow (free) of the body or an implement according to changing requirements of a game/sport; rhythmic, or gymnastics routine; or recreational pursuit. Identify the elements of spatial awareness to correct and prevent performance of movement skills in predictable physical activity situations (judging the distance from which an object is approaching and adjusting accordingly or implement accordingly). Identify, analyze, and correct errors in movement skill performance. Identify appropriate changes in performance based on feedback from peers or teachers.</p> <p>Identify Movement Principles and Concepts Illustrate competence in sport, dance and recreational performance: Illustrate specific skill sequence with smooth transition; Identify key principles of motor learning (transfer of learning, feedback and knowledge of results, whole/part/whole); Identify skill sequence for improvement; Identify how to apply all concepts previously learned. Illustrate application of the three levers. Identify the relationship between force and distance when impacting an object, force can be modified by: Identify the relationship between the striking element; and</p>	<p style="text-align: center;">Alternative Assessment Rubric</p> <p style="text-align: center;">Cooperation Assessment Sheet</p> <p>Rubric to be 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"> - Crittter River - Planks - Ball Pass w/ PVC (Don't Loose Your M - 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 provides instructions for games, preschool through 12th grade, and links to other instructional websites. - PE Central http://www.pecentral.org

<p>stand and apply critical elements to skill mance. <u>fy and apply</u> characteristics of highly- skilled mance to improve skill movement. ze skill patterns: yze others respectfully; rporate available technology for analysis and vement; and e own practice and learning.</p> <p>onsible Behaviors</p> v the guidelines and rules of various activities and : constructive feedback from teachers and peers. le information in an appropriate manner designed rove individual or group mance. t different points of view and understand that there e than one way to solve or cope with challenges nt to physical activity.		
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Level: 8th - Outdoor Team Activities: Football, Soccer, Field Hockey, Lacrosse, Kickball, Diamon

2a,8.3a,c,d,e,8.5a,b,c,8.6a,b		
Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p><i>2 successful with this standard, students xpected to :</i></p> <p>ed Movement</p> <u>onstrate</u> , without cue, critical movement elements rietry of modified small group , rhythmic and dance activities, and recreational ts. t speed (fast/slow), force (strong/light), flow d/free) of the body or an nent according to the changing requirements of a sport; rhythmic, dance, or gymnastics routine; or tional pursuit.	<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. 	<p>Activities</p> <p>Manipulative Skills (catching/throwing)</p> <ul style="list-style-type: none"> • Football -Ultimate Football -Ominikin Football -Capture the Football -Flag Football <ul style="list-style-type: none"> • Rocketball <p>Soccer</p> <ul style="list-style-type: none"> • Sideline Soccer

the elements of spatial awareness to correct and consistent performance of movement skills in predictable physical activity situations (judging the distance from which an object is approaching and adjusting accordingly).

Use skills competently to participate in more complex movement settings (games, gymnastics or dances).

Use appropriately when learning new skills (whole-to-whole learning, transfer of learning, feedback).

Identify, analyze, and correct errors in movement skill performance.

Make appropriate changes in performance based on feedback from peers or teacher.

Develop a practice plan to improve skill performance in games/sports, rhythmic and dance activities, and/or recreational pursuits.

Demonstrate regular participation in games, sports, rhythmic activities, and/or outdoor recreational activities, both at and outside school, based on individual abilities, and assessed fitness needs to develop personal interests and pursuits.

Movement Principles and Concepts

Demonstrate competence in sport, dance and recreational performance:

Progress to more complex movement forms (specific to a sport, dance, or recreational skill);

Demonstrate specific skill sequence with smooth transition;

Apply principles of motor learning (transfer of learning, feedback and knowledge of results, whole/part/whole);

Analyze skill sequence for improvement; and

Progress to more complex game situations.

Be able to apply all concepts previously learned.

Identify and apply the following basic movement concepts and scientific principles:

Spin;

Gravity;

Balance;

Points of various levers;

Points of weight transference; and

Transfer of force to an object.

Use force to improve movement performance using ball spin and

- 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](#)

- 4 Team Soccer
- Keepaway

Manipulative Skills (hitting/striking)

- Field Hockey
- Lacrosse

[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
www.cdc.gov/safeusa/index.htm

-The Fitness Jumpsite

www.primusweb.com/fitnesspartner/

-Wellness for Kids

www.escambia.k12.fl.us/adminoff/Phys_Ed/v

-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

nd principles in order to learn or improve a
nent skill:
l results when force is applied away from an
's center of gravity.
object will spin in the direction the force is
d.
ound angle and the elasticity of the object will alter
in of the object.
ill will rebound at an angle equal to that at which it
; a surface unless the rebound is altered by the
ity of the ball, the firmness of the surface, or spin.
nstrate application of the three levers.
nine when impacting an object, force can be
sed by:
thening the striking element; and
ngthening the muscle (force arm) at the time of
t
stand and apply critical elements to skill
mance.
fy and apply characteristics of highly- skilled
mance to improve skill movement.
ze skill patterns:
yze others respectfully;
rporate available technology for analysis and
vement; and
e own practice and learning.

onsible Behaviors

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: constructive feedback from teachers and peers.
le information in an appropriate manner designed
rove individual or group performance.
t different points of view and understand that there
e than one way to solve or cope with challenges
nt to physical activity.

ically Active Lifestyle

nstrate knowledge of physical activity benefits.
pate in physical activity inside and outside of
l on a regular basis.
ze and evaluate personal behaviors that support/do
pport a healthy lifestyle.
e unscheduled times.

Level: 8th - Indoor Recreational/Team Games : Tennis, Bowling, Badminton, Volleyball, Floor Hockey, Diamond Games, Pickle Ball, Handball, Horseshoes, Scooter Activities, Dodgeball Variations, Archery, Ping Pong(regular/Chinese) , Tug-A-War, Speed Stacking , 4 Square

2a,b,8.3a,c,d,e,8.5a,b,c,8.6a,b

Essential Knowledge and Skills (from SOL)

2 successful with this standard, students expected to :

Fundamental Movement

• **analyze**, without cue, critical movement elements in variety of modified small group games, rhythmic and activities, and recreational pursuits.

• **adjust** speed (fast/slow), force (strong/light), flow (bound/free) of the body or an implement according to changing requirements of a game/sport; rhythmic, or gymnastics routine; or recreational pursuit.

• **apply** the elements of spatial awareness to correct and prevent performance of movement skills in predictable physical activity situations (judging the distance from which an object is approaching and adjusting accordingly).

• **use** fine skills competently to participate in more complex movement settings (games, gymnastics or dance activities).

• **transfer** appropriately when learning new skills (whole-to-part learning, transfer of learning, feedback).

• **identify, analyze, and correct** errors in movement skill performance.

• **make** appropriate changes in performance based on feedback from peers or teacher.

• **develop** a practice plan to improve skill performance in various sports, rhythmic and dance activities, and/or recreational pursuits.

• **analyze** regular participation in games, sports, rhythmic activities, and/or outdoor recreational activities, both at and outside school, based on individual interests, abilities, and assessed fitness needs to develop personal interests and pursuits.

Instructional Principles and Concepts

• **analyze** competence in sport, dance and recreational

Assessment Plan

- 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.

• [Team Basketball Challenge Assessment](#)

[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

Key Resources/ Strategies/Activities

Activities

Manipulative Skills (throwing/catching/s)

- Basketball (Rotation)
- [Knock Out](#)
- Dribble Eliminator
- 3 on 3
- [HORSE](#)
- King of the Court
- [Hot Shot Blitz](#)
- [Basketball Station Team Challenger](#)

Racquet Sports

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

Diamond Games

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

Manipulative Skills (hitting/striking)

- Nok-Hockey
- Volleyball
- [4 Square Volleyball](#)

erformance:
 ;ress to more complex movement forms (specific to
 ed sport, dance, or
 tional skill);
 onstrate specific skill sequence with smooth
 ation;
 y principles of motor learning (transfer of learning,
 ick and knowledge
 ilt, whole/part/whole);
 yze skill sequence for improvement; and
 ;ress to more complex game situations.
 ie to apply all concepts previously learned
 fy and apply the following basic movement
 pts and scientific principles:
 spin;
 ctory;
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 :ts of various levers;
 :ts of weight transference; and
 sfer of force to an object.
 ze movement performance using ball spin and
 nd principles in order to learn or improve a
 nent skill:
 i results when force is applied away from an
 's center of gravity.
 object will spin in the direction the force is
 d.
 ound angle and the elasticity of the object will alter
 in of the object.
 ill will rebound at an angle equal to that at which it
 ; a surface unless the
 nd is altered by the elasticity of the ball, the
 ss of the surface, or spin.
 nstrate application of the three levers.
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 sed by:
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 t
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 mance.
 fy and apply characteristics of highly- skilled
 mance to improve skill movement.
 ze skill patterns:
 yze others respectfully;

definitions from various sports.

[Cue Checklist Sheet](#)
[PE Check Up Assessment](#)

-[Blind Man's Volleyball](#)

-Floor Hockey

- [4 Square](#)
- Team Handball
- Striker

Scooter Activities

- Scooter Relays
- Scooter Cageball
- Scooter Basketball
- Scooter Hockey

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](#)

Key Resources

-Centers for Disease Control and Prevention S

www.cdc.gov/safeusa/index.htm

- The Fitness Jumpsite

www.primusweb.com/fitnesspartner/

-Wellness for Kids

www.escambia.k12.fl.us/adminoff/Phys_Ed/v

-American Heart Association

incorporate available technology for analysis and assessment; and
 promote own practice and learning.

Observable Behaviors
 Follow the guidelines and rules of various activities and receive constructive feedback from teachers and peers. Present information in an appropriate manner designed to improve individual or group performance. Consider different points of view and understand that there is more than one way to solve or cope with challenges related to physical activity.

Physically Active Lifestyle
 Demonstrate knowledge of physical activity benefits. Participate in physical activity inside and outside of school on a regular basis.
 Analyze and evaluate personal behaviors that support/do not support a healthy lifestyle.
 Participate in physical activity during unscheduled times.

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: 8th - Rhythmic Activities

2a,c,8.3e,8.4a,d,e,8.5a,8.6a,b

Essential Knowledge and Skills (from SOL)
 2 *successful with this standard, students are expected to :*

Identify Movement
 Demonstrate, without cue, critical movement elements in a variety of modified small group games, rhythmic and recreational pursuits.
 Demonstrate speed (fast/slow), force (strong/light), flow (fixed/free) of the body or an implement according to changing requirements of a game/sport; rhythmic, aerobic, or gymnastics routine; or recreational pursuit.
 Demonstrate the elements of spatial awareness to correct and improve performance of movement skills in predictable physical activity situations (judging the distance from which an object is approaching and adjusting accordingly or implement accordingly).
 Demonstrate skills competently to participate in more

Assessment Plan

- 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
- Students design an aerobic workout with partners to demonstrate activities that have been learned throughout the unit.

Key Resources/ Strategies/Activities

Activities

- Dance
 - [C'motion \(Dance Revolution\)](#)
 - [Create A Dance](#)
 - Modern Dance (You Tube)
- Aerobics
- Tabata workouts
- Fitness Videos
- Fitness Videos
 - o TAE-BO
 - o YOGA

Key Resources

-Centers for Disease Control and Prevention
www.cdc.gov/safeusa/index.htm

ex movement settings (games, gymnastics or dance es).
 ce appropriately when learning new skills (whole-
 hole learning, transfer of learning, feedback).
 , analyze, and correct errors in movement skill
 mance.
 appropriate changes in performance based on
 ick from peers or teacher.
 a practice plan to improve skill performance in
 /sports, rhythmic and dance activities, and/or
 tional pursuits.
 nstrate regular participation in games, sports,
 /rhythmic activities, and/or outdoor recreational
 ts, both at and outside school, based on individual
 sts, abilities, and assessed fitness needs to develop
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onal Fitness

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- The Fitness Jumpsite
www.primusweb.com/fitnesspartner/
- Wellness for Kids
www.escambia.k12.fl.us/adminoff/Phys_Ed/v
- 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/figmain.as
- Centers For Disease Control and Prevention
www.cdc.gov
- Physical Education Lesson Plans and Activi
www.sports-media.org/
- PE Central
www.pe.central.vt.edu
- Kids Running.Com
www.kidsrunning.com

mentation of their personal fitness
 These resources could include equipment,
 iter technology, fitness internet sites, health
 oring equipment (such as pulse monitors,
 eters, sphygmomanometer, calipers, etc.) and
 assessment devices.

onsible Behaviors

v the guidelines and rules of various activities and
 : constructive feedback from teachers and peers.
 le information in an appropriate manner designed
 rove individual or group performance.
 t different points of view and understand that there
 e than one way to solve or cope with challenges
 nt to physical activity.

ically Active Lifestyle

nstrate knowledge of physical activity benefits.
 ipate in physical activity inside and outside of
 l on a regular basis.
ze and evaluate personal behaviors that support/do
 pport a healthy lifestyle.
 e unscheduled times.

le Level: 8th - Outdoor Recreational Activities

2a,b,8.3a,c,d,e,8.5a,b,c8.6a

Essential Knowledge and Skills (from SOL)

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 , or gymnastics routine; or recreational pursuit.
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Assessment Plan

- 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.

Key Resources/ Strategies/Activities

Activities

- Manipulative Skills (throwing)
- [Corn Hole](#)
 - [Ladder Ball](#)
 - [Kan Jam](#)
 - [Frisbee Golf](#)
 - Lawn Darts
 - [Bocce Ball](#)
 - [Croquet](#)
- Golf
 - Jump Ropes

istent performance of movement skills in predictable physical activity situations (judging the distance from which an object is approaching and adjusting accordingly or implement accordingly).
 Use skills competently to participate in more complex movement settings (games, gymnastics or dances).
 Use appropriately when learning new skills (whole-to-part learning, transfer of learning, feedback).
 Identify, analyze, and correct errors in movement skill performance.
 Make appropriate changes in performance based on feedback from peers or teacher.
 Demonstrate regular participation in games, sports, rhythmic activities, and/or outdoor recreational activities, both at and outside school, based on individual interests, abilities, and assessed fitness needs to develop personal interests and pursuits.

Element Principles and Concepts

Use to apply all concepts previously learned. Identify and apply the following basic movement concepts and scientific principles:

- spin;
 - trajectory;
 - balance;
 - levers of various levers;
 - transfer of weight transference; and
 - transfer of force to an object.
- Identify and apply critical elements to skill performance.
 Identify and apply characteristics of highly-skilled movement to improve skill movement.
 Analyze skill patterns:
 Analyze others respectfully;
 Incorporate available technology for analysis and movement; and
 Use own practice and learning.

Observable Behaviors

- Guided discovery- lead students to a predetermined goal using a series of questions in which they have to physically explore possible answers.

[PE Check Up Assessment](#)

- Fitness Walking w/ pedometers
- Orienteering

Key Resources

- Centers for Disease Control and Prevention www.cdc.gov/safeusa/index.htm
- The Fitness Jumpsite www.primusweb.com/fitnesspartner/
- Wellness for Kids www.escambia.k12.fl.us/adminoff/Phys_Ed/v
- 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
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- Physical Education Lesson Plans and Activities www.sports-media.org/
- PE Central www.pe.central.vt.edu
- o Kids Running.Com www.kidsrunning.com

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le Level: 8th - Fitness / Conditioning

, 8.4a,b,c,d,e, 8.5c,8.6b		
Fall / Spring		
Essential Knowledge and Skills (from SOL)	Assessment Plan	Key Resources/ Strategies/Activities
<p><i>2 successful with this standard, students expected to :</i></p> <p>ement Principles and Concepts</p> <p>nstrate competence in sport, dance and recreational performance:</p> <p>onstrate specific skill sequence with smooth ation;</p> <p>y principles of motor learning (transfer of learning, ick and knowledge ulti, whole/part/whole);</p> <p>le to apply all concepts previously learned.</p> <p>stand and apply critical elements to skill mance.</p> <p>ly and apply characteristics of highly- skilled mance to improve skill movement.</p> <p>ze skill patterns:</p> <p>alyze others respectfully;</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 importance of fitness assessments and why they are important. 	<p>Activities</p> <p>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 <p>- Lifetime Fitness Skills</p>

incorporate available technology for analysis and assessment; and
own practice and learning.

Personal Fitness

Develop a self-assessment of health-related fitness.
Develop a plan for a personal fitness program including strategies, and activities.

Analyze factors that can affect personal fitness such as composition, nutritional choices, genetic background, family history, and level of activity. The student should analyze the effect these factors might have on the personal fitness plan.

Identify and employ a variety of resources in the development of their personal fitness program. These resources could include equipment, computer technology, fitness internet sites, health monitoring equipment (such as pulse monitors, sphygmomanometer, calipers, etc.) and assessment devices.

Observable Behaviors

Follow the guidelines and rules of various activities and receive constructive feedback from teachers and peers.

Apply information in an appropriate manner designed to improve individual or group performance.
View different points of view and understand that there is more than one way to solve or cope with challenges related to physical activity.

Physically Active Lifestyle

Demonstrate knowledge of physical activity benefits.
Participate in physical activity inside and outside of school on a regular basis.

Identify and evaluate personal behaviors that support/do not support a healthy lifestyle.

- [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.

[PE On the Sidelines – Those not participating](#)

- Fitness Stations
- Circuit Training
- Relays
- [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 and High School. Human Kinetics](#)