

**MASHPEE MIDDLE SCHOOL**  
**PHYSICAL EDUCATION/HEALTH DEPARTMENT**  
**CURRICULUM REVISION 2012**

**GRADE LEVEL 7/8**

**COURSE NAME: Grade 7/8 PE**

**STRANDS: PHYSICAL FITNESS**

**THEME/ESSENTIAL GUIDING QUESTIONS:**

What is fitness?

**FOCUS QUESTIONS: What are the components of fitness? Can the student identify physical and psychological changes that result from participation in a variety of physical activities? What are the benefits of fitness? What are core exercises? What are the benefits to warming-up and cooling down after aerobic exercises? How do you measure fitness?**

**What are the benefits of an active lifestyle?**

<u>STATE STANDARD/ COMMON CORE</u>	<u>LEARN EXP</u>	<u>VOCABULARY/ CONCEPTS</u>	<u>SKILLS/OBJECTIVES</u>	<u>INSTRUCTIONAL STRATEGIES</u>	<u>ASSESSMENT</u>	<u>RESOURCES/ MATERIALS</u>	<u>PACING GUIDE</u>
2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6	Aerobic Flexibility Muscular Strength Muscular Endurance Body Composition	The students will apply the knowledge, skills, and concepts of physical fitness to develop and maintain a healthy life style	Tri Fit Presidents Challenge Fitness Gram	Participation Evaluation Open-Ended Questions Use of Technology	Tri Fit Program Sit and reach box Gym Pacer Test outline Mats Stop watch Gym Tape	Sept. 1 week (8)  Jan. 1 week (7,8)
2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6	Core Warm ups Cool Downs Agility Plyometrics Static Stretches Dynamic Stretches	The learner will assess personal fitness through participation in the Tri Fit Fitness Program	Sit and Reach Mile Run Pacer Test Push up Sit-ups	Participation Evaluation Open-Ended Questions Use of Technology “Coulda, Woulda, Shoulda”	Pedometers Resistance Bands Medicine Balls	June 1 week (7)
2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6		The learner will demonstrate a knowledge of the health related components of fitness: cardio,	Core training	Participation Evaluation Open-Ended Questions Use of		

Learning Expectations: 1-Problem Solving, 2-Writing, 3-Reading Critically, 4-Speaking, 5-Technology, 6 –Habits of the Mind

			respiratory endurance, muscular endurance, muscular strength, flexibility, body composition		Technology		
			<p>Personal Fitness: The student will apply the knowledge, skills, and concepts of physical fitness to develop and maintain an active healthy lifestyle</p> <p>Social and Safety Skills: The student will demonstrate appropriate individual and group behaviors while following the class rules and safety procedures</p> <p>Lifetime Activities: The student will learn and practice physical activity skills for lifetime fitness and fun.</p> <p>Healthy Living: The student will apply the knowledge, skills, and attitudes for developing and maintaining a self-directed healthy lifestyle</p>				

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**STRANDS: PHYSICAL ACTIVITY/EYE-HAND COORDINATION/SPATIAL AWARENESS/LOCOMOTOR SKILLS/FINE-GROSS MOTOR SKILLS  
 CHASING, FLEEING, STRIKING SKILLS**

**THEME/ESSENTIAL GUIDING QUESTIONS:**

How do students use a combination of manipulative, locomotor and non-locomotor skills to develop movement sequences and patterns, both individually and with others?

**FOCUS QUESTIONS: How do we improve our coordination skills and spatial awareness through various activities? How do we demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities? How do students demonstrate developmentally appropriate basic manipulative and advance specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling, and accurate striking proficiency? What are eye hand/eye/foot coordination, spatial awareness, locomotor, fine/ gross motor skills, agility, balance, power, reaction time and speed? How do these concepts apply to various physical activities?**

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2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6	Forehand stroke Backhand stroke Lob Serve Spatial Awareness Coordination E/H	The learner will continue to develop competency in various locomotor, and non-locomotor and manipulative skills	Pickle Ball  -Forehand -Backhand -Volley -Serve  King of the Court Singles Doubles	Participation Evaluation Peer Evaluation Checklist Rubrics	Balls Paddles Tennis Courts	Sept/June 15 <sup>th</sup> -30 <sup>th</sup> 2 weeks
2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6	Forehand throw Backhand throw Clasp catch 1 Handed C Catch 2 Handed C Catch Disc Golf	The learner will develop and apply skill competency in activities	Ultimate Frisbee  -Grip -Backhand Throw -Catch	Participation Peer Evaluation Self-Check Performance rubric Coulda, Shoulda, Woulda	Flying Discs Cones Pinnies	Oct/June 2 weeks

Learning Expectations: 1-Problem Solving, 2-Writing, 3-Reading Critically, 4-Speaking, 5-Technology, 6 –Habits of the Mind

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**STRANDS: PHYSICAL ACTIVITY/EYE-HAND COORDINATION/SPATIAL AWARENESS/LOCOMOTOR SKILLS/FINE-GROSS MOTOR SKILLS: CHASING AND FLEEING SKILLS**

**THEME/ESSENTIAL GUIDING QUESTIONS:** How does one demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities?

**FOCUS QUESTIONS:** How do students improve coordination skills and spatial awareness through various activities? What are eye-hand/eye-foot coordination, spatial awareness, locomotor, fine/ gross motor skills, agility, balance, power, reaction time and speed?

How do these concepts apply to various physical activities? Can students describe the purpose and benefits of sports, games and dance in modern society?

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2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6	Passing/Receiving Receiver Patterns Ball-Carrying Pitching Defense Flag-Pulling Kicking Punting	The learner will continue to develop competency in various locomotor, and non-locomotor and manipulative skills.	Football/ Flag Flag Tag Steal the Football Touchdown QB Drills Running Back Drills Punting/Kicking Drills 4 Down Football	Participation Evaluation Peer - Evaluation Checklist Rubrics "Coulda, Shoulda, Woulda"	Football Cones Pinnies Flag Belts	Nov 1 <sup>st</sup> - 15 <sup>th</sup>  April 15 <sup>th</sup> -30 <sup>th</sup>  2 weeks
2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6	Passing Catching Dribbling Shooting	The learner will develop and apply skill competency in activities	Basketball 1 v 1 Ball Handling Dribble Tag Ultimate BB Passing -Chest -Bounce -Overhand	Participation Peer - Evaluation Self-Check Performance Rubric "Coulda, Shoulda, Woulda"	Basketballs Basketball Hoops Cones Pinnies	April 1 <sup>st</sup> - 15 <sup>th</sup>  Nov 16 <sup>th</sup> -30 <sup>th</sup>  2 weeks
2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6	Intro to Stick Handling Dribbling Drills Zone Defense	The learner will demonstrate knowledge of the skill-related components of physical	Floor Hockey  -Stick Handling -Passing	Participation Peer - Evaluation Self-Check	Hockey Sticks Hockey Pucks Goals Court	Dec 16 <sup>th</sup> - 30 <sup>th</sup>  March 1 <sup>st</sup> -15 <sup>th</sup>

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**STRANDS: PHYSICAL ACTIVITY/EYE HAND COORDINATION/SPATIAL AWARENESS/LOCOMOTOR SKILLS/FINE-GROSS MOTOR SKILLS: CHASING AND FLEEING SKILLS**

**THEME/ESSENTIAL GUIDING QUESTIONS:** How do students demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few, movement forms and motor skills (team sports, individual/dual sports) and movement patterns needed to perform a variety of physical activities?

**FOCUS QUESTIONS:** How can students improve movement concepts through various activities? What are their skills in eye-hand/eye-foot coordination, spatial awareness, locomotor, fine/ gross motor skills, agility, balance, power, reaction time and speed? How do these concepts apply to various physical activities?

<u>STATE STANDARD/COMMON CORE</u>	<u>LEARN EXP</u>	<u>VOCABULARY/CONCEPTS</u>	<u>SKILLS/OBJECTIVES</u>	<u>INSTRUCTIONAL STRATEGIES</u>	<u>ASSESSMENT</u>	<u>RESOURCES/ MATERIALS</u>	<u>PACING GUIDE</u>
2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6	Forearm Pass Overhead Pass Underhand Serve Overhand Serve Spike	The learner will continue to develop competency in various locomotor, and non-locomotor and manipulative skills	Volleyball Newcome -Forearm Pass -Overhead Pass -Underhand Serve -Overhand Serve -Overhand Hit(Spike)	Participation Evaluation Peer - Evaluation Checklist Rubrics "Coulda, Shoulda, Woulda"	Volleyballs Cones Volleyball Net	Dec15th-30th  2 weeks
2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6	Throw Catch Block Defense	The learner will develop and apply skill competency in activities	Team Handball -Passing -Receiving -Blocking -Guarding -Goalkeeping	Participation Peer - Evaluation Self-Check Performance Rubric "Coulda, Shoulda, Woulda"	Foam Balls Pinnies Goals Cones	2 weeks
2.7,2.8,2.10,	1, 4, 6	Spatial Awareness Cooperation	The learner will demonstrate knowledge	Cooperative Games Rock, Paper, Scissors	Participation Peer	Omnikin, Flags, Cones, Scooters	1 week

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 CHASING AND FLEEING SKILLS**

**THEME/ESSENTIAL GUIDING QUESTIONS:**

Can students perform a rhythm routine that combines traveling, rolling, balancing and weight transfer into smooth flowing sequences with intentional changes in direction, speed and flow?

**FOCUS QUESTIONS: How do we improve movement concepts through various activities? Can we make up our own dance?**

<u>STATE STANDARD/ COMMON CORE</u>	<u>LEARN EXP</u>	<u>VOCABULARY/ CONCEPTS</u>	<u>SKILLS/OBJECTIVES</u>	<u>INSTRUCTIONAL STRATEGIES</u>	<u>ASSESSMENT</u>	<u>RESOURCES/ MATERIALS</u>	<u>PACING GUIDE</u>
2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6	The Stroll Circle Moves Conga Lines Square Moves Jigsaw	The learner will continue to develop competency in various locomotor, and non-locomotor and manipulative skills	Dance  -8 Count -4 Count	Participation Evaluation Peer - Evaluation Checklist Rubrics “Coulda, Shoulda, Woulda”	Music Player Music	1 week
2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6	Free Individual Jumping  Free Long Rope Jumping  Tag Team Traveling	The learner will develop and apply skill competency in activities	Jump Rope  -Individual -Partner -Long Rope	Participation Peer - Evaluation Self-Check Performance Rubric “Coulda, Shoulda, Woulda”	Jump Ropes Cones Music Player Music	1 week
2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6	Sprints Long Jump Triple Jump Shot Put	The learner will demonstrate knowledge of the skill-related components of physical	Track and Field	Participation Peer - Evaluation Self-Check	Track Balls (shot puts)	1 week

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 CHASING AND FLEEING SKILLS**

**THEME/ESSENTIAL GUIDING QUESTIONS:**

What are eye hand/eye foot coordination, spatial awareness, locomotor, fine/ gross motor skills, agility, balance, power, reaction time and speed?

**FOCUS QUESTIONS: How do students improve movement concepts through various activities? How do these concepts apply to various physical activities? How do students exhibit responsible personal and social behavior that respects self and others in physical activity setting? How do students demonstrate strategies for inclusion of all students in physical activity settings?**

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2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6		The learner will continue to develop competency in various locomotor, and non-locomotor and manipulative skills	World Games Fitness Olympics	Participation Evaluation Peer - Evaluation Checklist Rubrics "Coulda, Shoulda, Woulda"	Music Player Music	1 weeks
2.7,2.8,2.10, 2.11, 2.12,2.13	1, 4, 6		The learner will develop and apply skill competency in activities		Participation Peer - Evaluation Self-Check Performance Rubric "Coulda, Shoulda, Woulda"		1 week
2.7,2.8,2.10,	1, 4, 6		The learner will demonstrate knowledge		Participation Peer -		1 week

## UNIT 5

<b>STRAND:</b> Mass. Physical Health Stand 1
<b>ESSENTIAL GUIDING QUESTION:</b> How will the students demonstrate the learning and development of various forms of jumping?
<b>FOCUS QUESTIONS:</b> What are the things you need to do to jump rope successfully? Why do we need good balance and rhythm to jump rope? What body parts get stronger? What are the things you need to do to jump far and high? Why is cooperating with your friends important when learning how to long jump rope?

Massachusetts State Frameworks	Learning Expectations and Course Specific Goals	Instructional Strategies	Assessment Techniques	Materials, Supplies and Resources	Pacing Guide
2.1, 2.2, 2.3, 2.5, 2.7	<p>Students will learn how to absorb the force of the jumps with bent legs</p> <p>Students will perform jumps while using various sized jump ropes in a rhythmic pattern</p> <p>Students will explain that jumping rope is good for the heart and whole body</p> <p>Students will identify the cooperative skills needed to participate in a group</p>	<p>Direct instruction</p> <p style="text-align: center;">Modeling</p> <p style="text-align: center;">Posters</p> <p>Peer instruction</p>	<p>Observation</p> <p style="text-align: center;">Formative Assessment</p> <p>Jumping Rope Rubric</p>	<p>SPARK curriculum</p> <p style="text-align: center;">Thematic target pictures</p> <p>Long and short jump ropes</p> <p>CD player and music</p>	<p style="text-align: center;">5 weeks</p> <p style="text-align: center;">Ongoing</p>