

## **Middle School P.E.**

Middle School physical education is a critical time for developing and refining physical skills and abilities, while providing movement and activity experiences that will form a foundation for lifelong participation in health enhancing physical activity. SPARK's vertical articulation guides the transition from skill -building, through skill-refinement, with increasing opportunities for skill- application.

### **Course Overview:**

- The SPARK Middle School Physical Education Program is written to address all NASPE standards. For more information on standards addressed visit [www.sparkfamily.org](http://www.sparkfamily.org).

### **Course Overview By Grade:**

#### **Grade 6**

- Skill building that encourages students to combine skills and apply them while playing modified sports.
- Student-guided challenge through optional competition and non-eliminative tournament play.
- Fitness development as the focus of 1 class per week with an emphasis on achieving and maintaining a health-enhancing level of physical fitness.
- Student motivation and skill-application through optional SPARK Events.

## **Grade 7**

- Games become more complex, without reducing activity time or participation by all students.
- Extensions on the backside of activities are utilized to differentiate activities and challenge students at their level.
- Fitness is the focus of 2 classes per week with an emphasis on fitness improvement.
- SPARK Events complete each unit building excitement and adding authentic participation.

## **Grade 8**

- New skills in preparation for the transfer to high school and a curriculum model focusing on lifetime participation.
- Extensions on the backside of activities are utilized to challenge students at their skill level
- Fitness is the central theme of 2 classes per week with performance enhancement through fitness improved highlighted.
- SPARK Events take a more prominent place as the focus on skill-application and strategy is more pronounced.

## **MIDDLE SCHOOL PE Core Units**

**Course Title: Personal Fitness\_\_\_\_\_ Unit Title: Personal Fitness Length of Unit\_\_12 wks\_\_\_\_\_**

**Grade Level: 6-8**

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
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<p>K.HR.06.02 use the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p>	<p>I can improve my PACER pre-test results.</p>	<p>Cardiovascular Endurance</p>	<p>FitnessGram</p>	
<p>K.HR.06.03 use the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p>	<p>I can improve my curl-up and push up pre test results.</p>	<p>Muscular Strength</p>	<p>FitnessGram</p>	
<p>K.HR.06.04 use the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p>	<p>I can improve my sit and reach flexibility pre test results.</p>	<p>Flexibility</p>	<p>Fitnessgram</p>	
<p>K.HR.06.06 identify a plan for improving or maintaining health-related fitness status with assistance from the teacher.</p>	<p>I can create a personal fitness plan to meet my fitness goals.</p>	<p>Fitness Plan, Fitness Goals</p>	<p>Performance Task Rubric</p>	<p>Internet, Google Classroom</p>
<p>K.HR.06.07 understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.</p>	<p>I can create workouts based on my FitnessGram test results.</p>	<p>Goal Planning</p>	<p>Task Rubric</p>	<p>Internet, Google Classroom</p>
<p>K.HR.06.08 understand how to identify the principles of training (frequency, intensity, type, time, overload, specificity).</p>	<p>I can explain the principles of training.</p>	<p>Frequency, Intensity, Type, Overload, Specificity</p>	<p>Quiz/Test on Google Classroom</p>	<p>Internet, Google Classroom</p>
<p>K.RP.06.01 choose to participate in activities that are personally challenging in controlled settings.</p>	<p>I can execute my workouts I have created.</p>		<p>Performance Task Rubric</p>	<p>Observation</p>
<p>K.ID.06.01 choose to participate with students of varying skill and fitness levels in dynamic settings.</p>	<p>I can create a group workout with others.</p>	<p>Collaboration, Time Usage</p>	<p>Performance Task Rubric</p>	<p>Internet, Google Classroom</p>
<p>K.ID.06.03 choose to participate in activities that allow for self-expression in controlled settings.</p>	<p>I can create workouts based on my personal fitness interests.</p>	<p>fitness interests</p>	<p>Performance Task Rubric</p>	<p>Internet, Google Classroom</p>
<p>A.PE.06.01 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion,</p>	<p>I will participate and put forth my best effort with sportsmanship and safety in mind.</p>		<p>Participation Rubric</p>	

striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.

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**MIDDLE SCHOOL PE Core Units**

**Course Title: Comet PE/Outdoor Adventures\_\_\_\_\_**  
**wks\_\_\_\_\_**

**Unit Title:\_\_\_\_\_Soccer\_\_\_\_\_**

**Length of Unit\_3-4**

**Grade Level: 6-8**

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Standards & Benchmarks	Essential Questions, Learning Targets & "I can" Statements	Key Vocabulary	Suggested Assessment	Possible Resources
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<p>M.MS.06.0 demonstrate selected elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in controlled settings.</p> <p>M.IG.06.0 demonstrate selected off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).</p> <p>M.IG.06.0 demonstrate selected on-the-ball tactical movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).</p> <p>A.PE.06.0 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.</p>	<p>I can dribble and trap a soccer ball using proper techniques.</p> <p>I understand the concepts of creating space for a pass, and defending others.</p> <p>I understand basic concepts of soccer, and when to use a throw-in, as well as a corner kick, as well as how to perform them.</p> <p>I will participate and put forth my best effort with sportsmanship and safety in mind.</p>	<p>Top Taps, Side Taps, Drop Taps, Drop Traps, Pull Backs, dribbling</p> <p>attack, defense, clear</p> <p>pass, trap, corner kick, throw in, sideline</p>	<p>Peer Coaching/Evaluation, Observation, Rubric for Performance Task</p> <p>Peer Coaching/Evaluation, Observation, Rubric for Performance Task</p> <p>Peer Coaching/Evaluation, Observation, Rubric for Performance Task</p> <p>Participation Rubric</p>	<p>SPARK</p> <p>SPARK</p> <p>SPARK</p>
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## MIDDLE SCHOOL PE Core Units

**Course Title: Comet PE/Court Sports** \_\_\_\_\_  
**wks** \_\_\_\_\_

**Unit Title:** \_\_\_\_\_ **Volleyball** \_\_\_\_\_

**Length of Unit** 3-4

**Grade Level: 6-8**

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Standards & Benchmarks	Essential Questions, Learning Targets & "I can" Statements	Key Vocabulary	Suggested Assessment	Possible Resources
M.NG.06.01 demonstrate selected solutions to tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).	I can explain a sideout. I can explain what a rally is and what rally scoring is. I can demonstrate a block and a dig. I can adjust my defensive position to adjust to offensive attacks.	Sideout, Rally, Rally Scoring, Point, Defense, Block, Dig, Serving	Observation, Rubric for Performance Task	SPARK
M.NG.06.02 demonstrate selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).	I can explain a sideout. I can explain what a rally is and what rally scoring is. I can demonstrate a block and a dig. I can adjust my defensive position to adjust to offensive attacks.	Defense, Rally Scoring, Rally, Sideout, Defense, Block, Dig, Serving	Observation, Rubric for Performance Task	SPARK
K.MC.06.15 apply knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in controlled settings.	I can perform the basic skills for volleyball (bump, set, and serve).	Forearm Pass (Bump), Overhead Pass (Set), Underhand Serve, Overhand Serve	Peer Coaching/Evaluation, Observation, Self-Assessment Rubric for Performance Task	SPARK
M.IG.06.0 demonstrate selected off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).	I can explain how volleyball is played, and how scoring works.	Position, Lineup, Rotation, Serving	Observation, Written Quiz, Unit Test	SPARK
A.PE.06.0 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a	I will participate and put forth my best effort with sportsmanship and safety in mind.		Participation Rubric	

wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.				
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## **MIDDLE SCHOOL PE** Core Units

**Course Title: Comet PE/Court Sports** \_\_\_\_\_ **Unit Title: Basketball** \_\_\_\_\_ **Length of Unit 3-4 wks** \_\_\_\_\_

**Grade Level: 6-8**

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Standards & Benchmarks	Essential Questions, Learning Targets & "I can" Statements	Key Vocabulary	Suggested Assessment	Possible Resources
M.IG.06.0 demonstrate selected off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).	I can create space when playing basketball using different strategies. I can defend the offense when playing basketball. I can get "open" during an inbounds pass.	Defense, Offense, Shuffle, Drop-Step, Give and Go, Posting Up, Pick, Cut, Inbound Pass	Observation, Rubric for Performance Task	SPARK
M.MS.06.05 demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in isolated settings.	I can properly perform chest, bounce, overhead, and baseball passes in basketball.	Chest Pass, Bounce Pass, Overhead Pass, Baseball Throw, Ready Stance	Observation, Rubric for Performance Task	SPARK
M.IG.06.01 demonstrate selected off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).	I can use strategies to create space in basketball. I can use different strategies to defend in basketball.	Open Space, Pivoting, Man to Man and Zone Defense, Pick	Peer Coaching/Evaluation, Observation, Performance Task	SPARK
M.IG.06.02 demonstrate selected on-the-ball tactical movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending	I can use strategies to score in basketball.	Pick, Zone and Man to Man Defense	Peer Coaching/Evaluation, Observation, Performance Task	SPARK

<p>goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 3 vs. 3)</p> <p>K.MS.06.05 apply knowledge of movement concepts and skills to design (plan) a four-element movement sequence (e.g., simple rhythmic or aerobic activities) in controlled settings.</p> <p>A.PE.06.0 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.</p>	<p>I can use strategies to play defense in basketball.</p> <p>I can create a one minute ball handling routine with a partner.</p> <p>I will participate and put forth my best effort with sportsmanship and safety in mind.</p>	<p>Dribble, Routine</p>	<p>Performance Task Rubric</p> <p>Participation Rubric</p>	<p>SPARK</p>
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**MIDDLE SCHOOL PE Core Units**

**Course Title: Comet PE/Court Sports**\_\_\_\_ **Unit Title: Floor Hockey** **Length of Unit**\_\_3-4 wks\_\_\_\_

**Grade Level: 6-8**

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)</p> <p>Reduces open space on defense by staying close to the opponent as he/ she nears the goal. (S2.M4.7)</p>	<p>I can reduce open space on offense when playing floor hockey.</p>	<p>Open Space</p>	<p>Performance Task Rubric</p>	<p>SPARK</p>

<p>Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.7)</p> <p>Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go. (S2.M2.7)</p> <p>Creates open space by staying spread on offense, and cutting and passing quickly. (S2.M3.7)</p> <p>Creates open space in net or wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side. (S2.M7.7)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)</p> <p>Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)</p> <p>Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)</p> <p>Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space. (S2.M10.7)</p>	<p>I can use offensive tactics to create open space when playing floor hockey.</p> <p>I can transition from offense to defense and vise-versa.</p> <p>I can select the proper shot selection when necessary.</p>	<p>Pivot, Fake, Give-and-Go</p> <p>Transition</p> <p>Shot Selection, Trajectory</p>	<p>Performance Task Rubric</p> <p>Performance Task Rubric</p> <p>Performance Task Rubric</p>	<p>SPARK</p> <p>SPARK</p> <p>SPARK</p>
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