

Crawford Central School District

Course: Physical Education

Grades: 7 and 8

Course Description: Junior high physical education focuses on taking personal responsibility for one's overall health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Physical education is a tool by which our students can realize the benefits of further education, productive exercise, responsible leadership, and personal fulfillment. Physical education develops the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery. To that end, this course will provide students with educational experiences that enable them to acquire knowledge and the ability to apply these necessary skills and to experience the benefits of learning and the values of wellness. We will guide all students in discovering, valuing, and developing their unique talents to realize their potential, while being focused on a lifetime of wellness as a physically literate individual. In order to achieve these goals, the course will be guided by the National Standards for Health and Physical Education.

Unit Title: Lifetime Activities

Time: 5 Weeks

Essential Questions: What behaviors during activity will promote personal and group success?
How will following rules, working together, and positive interaction affect all games and activities?

Connections: Scoring, trajectory, force control, angles

Resources: Golf clubs, golf balls, tees, frisbees, targets, score sheets, 4 square ball, spike ball net, ball, can jam, frisbee, bucket ball buckets, corn hole board and bean bags, cross country skis, poles, boots.

Activities: Walking, golf, frisbee golf, 4 square, wall ball, corn hole, bucketball, spikeball, can jam, back yard games, cross country skiing.

Content	Skills	Vocabulary	Assessment	Standards
Working with others in a safe environment is beneficial to everyone involved. Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. Individual and team execution in games, sports, and other activity situations is based on the	Independently use physical activity and fitness equipment appropriately and identifies specific safety concerns associated with each activity. Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. Problem solves and strategizes with a small group of classmates during lifetime activity games.	catch, throw, sprint, dodge, shoot, roll, strike, pass, accuracy, dominant/non-dominant, weight transfer, coordination, boundary lines, game rules, offense, defense, off-ball movement, spatial awareness, coordination	Students will show their learning by the following techniques, including but not limited to: Consistent participation as evidenced by a participation rubric Using self/peer reflection to determine starting and ending points	National Standards Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8) Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)

<p>interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</p> <p>Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p>	<p>Demonstrates knowledge of rules and etiquette by self-officiating physical activities and games.</p> <p>Throws with a mature pattern for accuracy, distance and/or power appropriate to the activity in a dynamic environment.</p> <p>Catches with/without an implement in a dynamic environment or modified game play.</p>		<p>Discovery learning activities with culminating performance tasks</p>	<p>Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities. (S1.M22.8)</p> <p>Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities. (S1.M24.8)</p> <p>Participates in a physical activity 3 times a week outside of physical education class. (S3.M2.8)</p>
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Unit Title: Net Games/Striking Activities

Time: 12 Weeks

Essential Questions: How do the various movement concepts transfer from one activity to another?
 How can movement concepts be utilized in various lifetime activities?
 How could proper execution of strategies improve your ability to work and communication with others as an adult?
 How can good sportsmanship affect your involvement in activities later in life?

Connections: Scoring, dimensions, area, ratios/court spacing, spatial relationships, projectile motion, force control

Resources: Nets, tables, paddles, table tennis balls, shuttlecock, racquets, pickle balls, volleyballs

Activities: Badminton, table tennis, pickleball, volleyball

Content	Skills	Vocabulary	Assessment	Standards
Proper striking mechanics, varying speeds for distance and accuracy, increases accuracy.	Strike with a mature underhand or overhand pattern, with or without an implement for distance and accuracy in a modified net game.	serve, set, bump, catch, throw, sprint, dodge, shoot, roll, strike, pass, rally scoring, boundary lines, game/activity rules, coordination, defensive positioning, base running, coordination	Students will show their learning by the following techniques, including but not limited to: Consistent participation as evidenced by a participation rubric Using self/peer reflection to determine starting and ending points	National Standards Executes consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy for net and wall games such as badminton, volleyball or pickleball. (S1.M12.8)
Proper spatial awareness, creating space and closing open space for opponents, enhances gameplay.	Creates open space in net games by varying force or direction, or by moving opponent from side to side and/or forward and back.			
The ability to work with others in a safe environment benefits all participants.	Varies placement, force and timing of return to prevent anticipation by opponent.			

	<p>Reduces open spaces in the field by working with teammates to maximize coverage.</p> <p>The ability to work with others in a safe environment benefits all participants.</p> <p>Demonstrates respect for self by asking for help and helping others in various physical activities.</p>		<p>Discovery learning activities with culminating performance tasks</p>	<p>Strikes with a mature overhand pattern in a modified net/wall game such as volleyball, handball, badminton or tennis. (S1.M13.8)</p> <p>Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball. (S1.M14.8)</p> <p>Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides. (S1.M15.8)</p> <p>Forehand- and backhand-volleys</p>
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				<p>with a mature form and control using a short-handled implement during modified game play. (S1.M16.8)</p> <p>Two-hand-volleys with control in a small-sided game. (S1.M17.8)</p>
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Unit Title: Ball Games

Time: 9 Weeks

Essential Questions: What behaviors during activity will promote personal and group success?
How will following rules, working together, and positive interaction affect all games and activities?
How does verbal communication affect teammate performance?
How will the execution of individual and team activities effect the success level of the participants?
How is performance impacted, regardless of the skill?

Connections: Scoring, dimensions, area, force control, summation or forces, advantageous angles, lever systems

Resources: Basketballs, soccer balls, score board, foam balls, hula hoops

Activities: Basketball, soccer, speedball, scatter ball, rescue ball, hoop ball, 5 pass

Content	Skills	Vocabulary	Assessment	Standards
Proper throwing and striking mechanics increase accuracy. Proper catching mechanics improve performance. Catch with/without an implement in a dynamic environment or modified game play. procedures, and rules that contribute to the safety of specific	Dribbles with hands or feet using non-dominant or dominant while using speed and change of direction in a variety of practice tasks. Passes and receives with hands and feet in combination with locomotor patterns of running and changing direction. Performs the following offensive skills to create open space with defensive pressure: pivot, give	catch, throw, sprint, dodge, flee, kick, shoot, roll, strike, pass, set, accuracy, dominant/non-dominant, weight transfer, coordination, boundary lines, game rules, offense, defense, off-ball movement, spatial	Students will show their learning by the following techniques, including but not limited to: Consistent participation as evidenced by a participation rubric Using self/peer reflection to determine	National Standards Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8) Executes at least 3 of the following offensive tactics to

<p>individual, small group, and team activities.</p> <p>Altering arm and implement speeds will produce different results.</p> <p>Defensive spatial awareness enhances gameplay.</p> <p>Taking advantage of turnovers and change of possession benefits team cohesion.</p> <p>Working with others in a safe environment is beneficial to everyone involved.</p>	<p>and go, cutting, and passing quickly.</p> <p>Reduces open space on defense by staying goal side and reducing the distance.</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.</p> <p>Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.</p> <p>Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with each activity.</p> <p>Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.</p>	<p>awareness, coordination</p>	<p>starting and ending points</p> <p>Discovery learning activities with culminating performance tasks</p>	<p>create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)</p> <p>Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)</p> <p>Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.8)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and</p>
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	<p>Problem solves and strategizes with a small group of classmates during target and invasion games.</p> <p>Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games.</p> <p>Throws with a mature pattern for accuracy, distance and/or power appropriate to the activity in a dynamic environment.</p> <p>Catches with/without an implement in a dynamic environment or modified game play.</p>			<p>capitalizing on an advantage. (S2.M6.8)</p> <p>Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8)</p>
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Unit Title: Striking and Fielding

Time: 6 Weeks

Essential Questions: What behaviors during activity will promote personal and group success?
How will following rules, working together, and positive interaction affect all games and activities?
How does verbal communication affect teammate performance?

Connections: Scoring, sequential patterning, lever systems, force control, angles, projectile motion

Resources: Bases, wiffle ball, bat, kickball, hockey sticks, hockey goals, hockey balls

Activities: Wiffle ball, kickball, colony ball, floor hockey

Content	Skills	Vocabulary	Assessment	Standards
Proper striking mechanics, varying speeds for distance and accuracy, increases accuracy. Proper spatial awareness, creating space and closing open space for opponents, enhances gameplay. The ability to work with others in a safe environment benefits all participants. Catch with/without an implement in a dynamic	Varies placement, force, and timing of return to prevent anticipation by opponent. Reduces open spaces in the field by working with teammates to maximize coverage. The ability to work with others in a safe environment benefits all participants. Demonstrates respect for self by asking for help and helping. Demonstrates knowledge of rules and etiquette by self-	catch, throw, sprint, dodge, flee, kick, shoot, roll, strike, pass, set, accuracy, dominant/non-dominant, weight transfer, coordination, boundary lines, game rules, offense, defense, off-ball movement, spatial awareness, bat, bases, hit	Students will show their learning by the following techniques, including but not limited to: Consistent participation as evidenced by a participation rubric Using self/peer reflection to determine starting and ending points Discovery learning activities with	National Standards Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8) Identifies sacrifice situations and attempt to advance a teammate. (S2.M10.8) Reduces open space by not allowing the catch (denial) and

<p>environment or modified game play. procedures, and rules that contribute to the safety of specific individual, small group, and team activities.</p> <p>Altering arm and implement speeds will produce different results.</p> <p>Defensive spatial awareness enhances gameplay.</p>	<p>officiating modified physical activities and games.</p> <p>Throws with a mature pattern for accuracy, distance and/or power appropriate to the activity in a dynamic environment.</p> <p>Catches with/without an implement in a dynamic environment or modified game play.</p>		<p>culminating performance tasks</p>	<p>anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.8)</p> <p>Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). (S2.M4.8)</p> <p>Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)</p> <p>Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and</p>
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				pathways; give and go. (S2.M2.8)
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