Physical Education
Grades 6-8

Syracuse City School District
Office of Physical Education
725 Harrison Street | Syracuse, NY 13210
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Introduction

Introduction

District Vision

To prepare and inspire all our students to innovate locally and contribute globally.

District Mission

To build, support, and sustain school communities that provide all students with a high-quality education that prepares them to graduate as responsible, active citizens ready for success in college and careers and prepared to compete in a global economy

Physical Education Motto

"The more we burn the better we learn"

Physical Education Mission

The Syracuse City School District physical education department strives to develop, and support a program that graduates a physically literate individual that has the knowledge, skills, resources and confidence to enjoy a lifelong lifestyle of physical activity and wellness. The 21st century student will be a persistent advocate in promoting a healthy lifestyle within their community.

Definition of Physical Literacy

SHAPE America defines physical literacy as "the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person."

Physical literacy supports the holistic development of students by encompassing all three domains of physical education (psychomotor, cognitive and affective). It includes not only physical competence and knowledge but also the attitudes, motivation and social and psychological skills needed for participation (Penney & Chandler, 2000).

Physically literate individuals possess promise and self-confidence in-tune with their movement and capabilities. Students who are physically literate demonstrate sound coordination and control, and can respond to the demands of a changing environment. Our physically literate students will relate well to others, demonstrate sensitivity in their verbal and non-verbal communication, and will have empathetic relationships with their peers and community. The physically literate student will enjoy discovering new activities, and will welcome advice, guidance, and be confident in the knowledge that they will experience some success (Whitehead, 2010). The physically literate individual appreciates the intrinsic value of physical education, as well as its contribution to health and well-being, and will be able to look ahead through the life course with the expectation that participation in physical activity will continue to be a part of life.
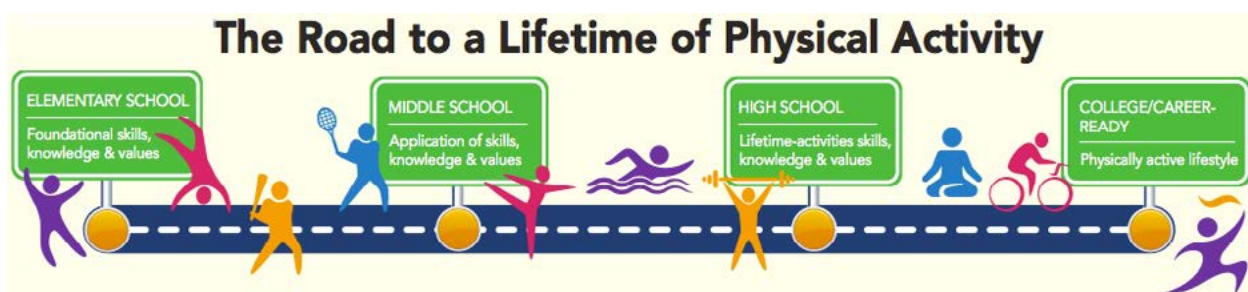

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Syracuse City School District

A High Quality Physical Education Curriculum

Overview

The Syracuse City School District physical education curriculum is a resource to provide a sequential system for physical education educators to deliver rigorous and engaging learning experiences to students. The physical education curriculum offers guidance for teaching physical activity knowledge and skills to students, as well as a framework to help instructors plan in-class physical activities that align to both New York State and national learning standards. A high quality Syracuse City School District physical education curriculum is constructed with both the New York State and the national SHAPE America standards to guide teaching and learning. A physically educated student upon graduation will be able to lead and sustain a healthier lifestyle in the 21st century society. The physical education curriculum will emphasize content that is meaningful, engaging, thought provoking and will include the following:

- Instruction in a variety of motor skills designed to enhance child and adolescent development;
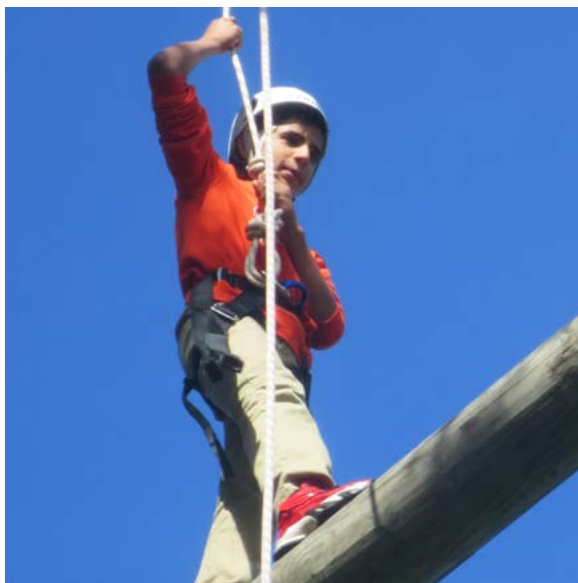
- Fitness education and assessment that allows for understanding and improvement of physical well-being;
- Development of cognitive concepts related to motor skills and fitness;
- Opportunities to improve social and cooperative skills;
- Opportunities to increase the value placed on physical activity for health, enjoyment, self-expression, and confidence.
- Appropriate sequencing of learning activities is critical to developing a high quality physical education curriculum. Appropriate sequencing involves the following:
  - Ensuring that motor skills, physical activity, and fitness assessments are age and developmentally appropriate;
  - Methods of teaching motor and movement skills that ensure that basic skills lead to more advanced skills;
  - Plans to appropriately monitor, reinforce, and prepare for student learning.

The effectiveness of school physical education is enhanced when it is implemented as an integral part of and when physical education outcomes are reinforced by other components of a school health program. In aligning to the Syracuse City School District strategic plan, by 2022, 100% of the physical education staff will leverage personalized learning strategies that will help our students achieve their self-developed goals in the physical education classroom.

Benefits of Physical Education

Regular physical activity improves adolescents' bone health, cardiorespiratory fitness, muscular fitness, and cardiovascular and metabolic health biomarkers, as well as having a key impact on cognitive function. Regular physical activity during adolescence may also help establish positive lifelong physical activity habits. Accordingly, the Physical Activity Guidelines for

Introduction

Americans recommend adolescents engage in at least 60 minutes of daily physical activity. As part of these 60 minutes, adolescents should participate in vigorous physical activity, muscle strengthening, and bone strengthening activities at least 3 days per week. Schools are in a unique position to help adolescents attain their daily-recommended 60 minutes of physical activity. All schools will meet the New York State Physical Education mandates regarding time and days to receive physical education.

Assessment

Quality physical education curricula should include protocols and opportunities to assess the knowledge and skills of students. Student assessment in physical education should be used to determine how well students meet national and New York State physical education standards, align with the instructional content, and allow teachers and schools to monitor and reinforce student learning. At the end of each grade band level (2nd, 5th, 8th, HS 1 & 2) there will be a standardized summative benchmark assessment for each curricular strand (Skilled Play, Health Related Fitness, Individual Enjoyment, Character, Life Skill Development) to ensure that the students are learning the required benchmarks.

We believe that our formative and summative assessments will include:

- demonstration of specific skills,
- knowledge based testing,
- out-of-school assignments that support learning and practice,
- assessments of progress in motor skills.

*Note that schools and physical education teachers may also consider conducting fitness testing and assessing physical activity levels to provide feedback to students, their parents, and teachers on their fitness levels; teach students how to apply behavioral skills (e.g., self-assessment, goalsetting, and self-management); or measure school wide fitness levels.

Understanding the Physical Education Curriculum Document

Overview

The Syracuse City School District Physical Education curriculum alignment is a form of strategic planning that assists the vision to be accomplished. Consistent monitoring of student progress and participation from teachers to identify goals and ensure their correct sequencing in the instructional program.

The curriculum document provides guidance in terms of developmentally appropriate content and benchmark assessments for physical education teachers and directors of physical education to implement into their physical education program. The curriculum is designed to allow physical education teachers to incorporate the curricular focal point into their instruction while having the freedom to design learning experiences that include the curriculum focal point(s) to meet grade-level outcomes.

The physical education curriculum document is organized first by showing the scope and sequence of the development the physical education student and teacher.

Scope: The depth and breadth of the content to be taught at a specific grade level and the development of the content across grade levels.

Sequence: The order in which the content should be taught for the best learning (building on past knowledge) within a grade.

Grade-Level Outcomes

The grade-level outcomes have several organizing features to help readers locate the information they want. First, the outcomes are grouped by elementary, middle and high school levels. Second, each outcome has been assigned a number, although the numbers do not reflect any particular priority. The number of the outcome is also affiliated with:

- A standard (S1, S2, S3, S4 or S5).
- A school level [elementary (E), middle (M) or high (H) school].
- A grade level [K, 1, 2, 3, 4, 5, 6, 7, 8 or high school level 1 (L1) or level 2 (L2)].
- For example:
- S2.E1.3 refers to Standard 2, Elementary Outcome 1, Grade 3.
- S1.M12.7 refers to Standard 1, Middle School Outcome 12, Grade 7.
- S5.H3.L1 refers to Standard 5, High School Outcome 3, Level 1.

Adaptive Physical Education

Overview

The Syracuse City School District's Adapted Physical Education (APE) Program is committed to providing a developmentally appropriate experience that strives to enrich the lives of students with special needs that qualify for APE. This is accomplished by developing and implementing a dynamic, fun and safe instructional program that places each student in the least restrictive environment. Program/IEP goals will be structured to reflect the needs of each individual student, driven from an array of assessment techniques and monitored regularly to insure that all students are continually maintaining skills, making progress and experiencing success.

When assessing students with special needs, it is imperative that the physical education teacher reviews each student's Individualized Education Plan (IEP) to provide the necessary accommodations for assessment tasks.

A paraprofessional in the physical education classroom is instrumental in helping students perform assessment tasks. The paraprofessional can assist the students with the assessment modification and support in administering the assessment. Physical education teachers can also enlist the help of peer tutors to assist the student throughout the class.

Adapted physical education is an individualized physical education program of developmental activities, games or fitness activities designed for the unique needs of students who may not safely or successfully participate in the activities of a regular physical education program independently. However, this does not mean that all students who receive adapted physical education need to be participating in separate classes from their peers.

Differentiation of Learning

If the answer to the original questions remains NO even after modifications have been supplied, the student may be considered for inclusion in the district adapted physical education program.

Ability Specific Impairment/ Disorder	Modifications

Mobility Impairment

- Has the student been participating throughout the unit without modifications?
- Can the student move and play effectively within the gymnasium?
- Is the activity an appropriate tempo for the student's motor ability?
- Does the student's mobility devices allow for safe participation for all?

- Reduce the number of participants in the line or formation.
- Reduce the size of the square/area to be covered.
- Reduce the speed of the activity.
- Identify skills, strategies, sequence of steps, directions, and etiquette while watching peers perform.
- Use a multi-sensory approach.
- Use augmentative-alterative communication devices.
- Clear obstacles in the space to promote safety and freedom of movement.

Visual Impairment

- Has the student been participating throughout the unit without modifications?
- Is the lighting adequate or conducive to allow the student the "best" vision?
- Is the student able to locate him/herself to activity movements and directions?
- Is the student able to distinguish teammates and/or opponents?

- Stay stationary when giving instructions. Do not turn away from student while giving instructions.
- Determine which color is the most visible to student.
- Use bright colored floor tape to identify floor markings.
- Floor/area markings may be modified in both width and color/brightness.
- Floor/area markings may be modified by adding surface textures to floor (thin mat or butcher paper)

Communication Disorders

- Has the student been participating throughout the unit without modifications?
- Has the student been able to successfully participate with peers during the activity unit?
- Is student able to adequately communicate with teammates/opponents/instructors?
- Can the student participate without the use/need assistive communication devices (interpreter, flash cards, computer)

- Ensure availability of the assistive communication device used by student for the duration of the task.
- Allow the student to position themselves optimally for him/her to communicate.
- Allow the alternative communication method (interpreter, picture board, flash cards, etc.) used by student.

Ability Specific Impairment/ Disorder	Modifications

Cognitive Disorders

- Has the student been participating throughout the unit without modifications?
- Is the student able to differentiate between teammates, opponents and/or instructors?
- Has the student been able to successfully participate with peers during the activity unit?
- Is the student able to move effectively?
- Is the student able to participate in a task independently or with minimal physical/verbal prompting?
- To this point in the unit, does the student demonstrate a basic understanding of the activity?
- Is the student able to maintain appropriate self-control during the activity?

- Reduce the number of participants in the task.
- Reduce the size of the playing area.
- Expand the time in the task.
- Eliminate all distracting/competing sounds.
- Present all directions visually (blackboard, poster board, flash cards)
- Use arrows and other floor markings to indicate direction.
- Use cones to identify outer boundaries of activity area.
- Use color coded pinnies to distinguish between teammates and opponents.
- Provide verbal cues, have student verbally rehearse prior to activity.
- Provide light physical prompts to cue moving directions.
- If the student has been assigned a 1:1 assistant, allow full access to the assistant for the duration of the task.

Other Health Impaired Disorders

- Has the student been able to successfully participate with peers during the activity unit?
- Has the student been able to participate in activities of similar duration and content during the activity unit?
- Despite the presence of a medical condition, is the student able to fully participate in the activity?
- Despite the presence of a medical condition, has the student able to participate in a portion of the unit.
- Is the student able to participate in this activity with/without medications?

- Reduce the number of participants in the task.
- Reduce the total time of the task. Note: It may be necessary to run the time-reduced task on multiple occasions in order to fully assess student.
- Reduce the size of the activity area.
- Make sure that student takes medication prior to activity or have medication readily available.
- Allow assistive devices when safe for individual and others in class.

Scope and Sequence

K-12 Scope & Sequence

National Standards from the Society of Health and Physical Educators (SHAPE) America

1. **Skills & Movement Patterns:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

2. **Concepts & Strategies:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

3. **Health Enhancing Level of Fitness & Physical Education:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

4. **Responsible Personal & Social Behavior:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

5. **Recognizes the Value of Physical Education:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

SHAPE America. (2014). National standards & grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics.

LEGEND

E = Emerging.

Students participate in deliberate practice tasks that will lead to skill and acquisition

C = Competent.

Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes, which will continue to be refined with practice.

P = Proficient

Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments.

S1

Standard 1: Skills & Movement Patterns

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	High School
1. Hopping	E	C	P							
2. Galloping	E	C	P							
3. Running	E		C	P						
4. Sliding	E	C	P							
5. Skipping	E		C	P						
6. Leaping		E		C	P	p				
7. Jumping & Landing	E			C	P					
• Spring & Step					E	C	P			
• Jump Stop							E	C	P	
• Jump Rope	E			C	P					
8. Rhythmic Movements (Dance)	E								C	

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Standard 1 Skills & Movement Patterns Continued

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	High School
9. Balance	E			C		P				
10. Weight Transfer		E		C						
11. Rolling	E			C		P				
12. Curling & Stretching	E		C			P				
13. Twisting & Bending	E		C			P				
14. Throwing										
• Underhand	E		C		P					
• Overhand	E		C			P				
15. Catching	E			C		P				
16. Dribbling/Ball Control										
• Hands	E				C	P				
• Feet	E				C		P			
• With Implement				E		C	P			
17. Kicking	E			C		P				
18. Volleying										
• With Implement	E			C		P				
• Overhead		E			C		P			
• Set								E		C
19. Striking – w/ Short Implement	E				C	P				
• Forehand & Backhand						E	C			P
20. Striking – w/ Long Implement			E		C		P			
• Forehand & Backhand						E	C			P
21. Combining Locomotors & Manipulatives			E		C	P				
22. Combining Jumping, Landing, Locomotors, & Manipulatives						E	C	P		
23. Combining Balance & Weight Transfers			E				C		P	
24. Serving										
• Underhand							E	C	P	
• Overhand								E		C
25. Shooting on Goal						E		C		

E = Emerging   **C** = Competent   **P** = Proficient

Scope and Sequence

Standard 1 Skills & Movement Patterns Continued

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	High School
26. Passing & Receiving										
• Hands						E		C		
• Feet					E				C	
• W/ Implement							E		C	P
• Forearm Pass							E		C	
• Lead Pass						E		C		
• Give & Go							E	C		
27. Offensive Skills										P
• Pivots							E		C	P
• Fakes							E		C	P
• Jab Step							E		C	C
• Screen									E	
28. Defensive Skills										C
• Drop Step								E		P
• Defensive or Athletic Stance						E		C		

S2

Standard 2: Concepts & Strategies

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	High School
1. Movement Concepts, Principles, & Knowledge	E				C		P			
2. Strategies & Tactics				E			C		P	
3. Creating Space (invasion)										
• Varying Pathways, Speed, & Direction							E	C	P	
• Varying Type of Pass							E	C	P	
• Selecting Appropriate Offensive Tactics w/ Object							E		C	
• Selecting Appropriate Offensive Tactics w/o Object							E		C	
• Using Width & Length of the Field/Court							E		C	
• Playing w/ one player up (e.g. 1v2)							E		C	

E = Emerging   **C** = Competent   **P** = Proficient

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Standard 2 Concepts & Strategies Continued

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	High School
4. Reducing Space (invasion)										
• Changing Size & Shape of Defenders Body							E	C	P	
• Changing Angle to Gain Competitive Advantage							E		C	
• Denying the Pass/Player Progress							E			
• Playing w/ 1 Player Down (e.g. 1v2)							E			
5. Transition (invasion)							E	C	P	
6. CreatSpace (net/wall)										
• Varying Force, Angle, and/or Direction to Gain Competitive Advantage							E		C	P
• Using Offensive Tactics / Shot to Move Opponent Out of Position							E			C
7. Reducing Space (net/wall)										
• Returning to Home Position							E	C	P	
• Shifting to Reduce Angle for Return							E			C
8. Target										
• Selecting Appropriate Shot/Club							E		C	P
• Applying Blocking Strategy							E			C
• Varying Speed & Trajectory							E		C	P
9. Fielding/Striking										
• Applying Offensive Strategies								E		
• Reducing Open Spaces							E		C	

E = Emerging   **C** = Competent   **P** = Proficient

Scope and Sequence

S3

Standard 3: Health Enhancing Level of Fitness & Physical Activity										
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	High School
1. Physical Activity Knowledge	E					C			P	
2. Engages in Physical Activity	E					C				P
3. Fitness Knowledge	E					C				P
4. Assessment & Program Planning				E		C			P	
5. Nutrition	E					C				P
6. Stress Management							E			C

S4

Standard 4: Responsible Personal & Social Behavior										
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	High School
1. Demonstrating Personal Responsibility	E			C			P			
2. Accepting Feedback	E			C			P			
3. Working w/ Others	E			C			P			
4. Following Rules & Etiquette	E					C		P		
5. Safety	E		C			P				

S5

Standard 5: Recognizes the Value of Physical Activity										
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	High School
1. For Health	E						C			P
2. For Challenge	E						C			P
3. For Self-Expression/ Enjoyment	E					C				P
4. For Social Interaction				E			C			P

E = Emerging   **C** = Competent   **P** = Proficient

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Grade 6— Grade 8

OUTCOMES
Standard 1-5

FOCAL POINTS & BENCHMARK ASSESSMENTS
Skilled Play
Life Skills
Health Related Fitness
Individual Enjoyment
Character

Grade 6 — 8

OUTCOMES
GRADE 6 — 8

Standard 1

Demonstrates competency in a variety of motor skills and movement patterns.

Outcome	6th	7th	8th
S1.M1 **DANCE & RHYTHMS**	Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance. (S1.M1.6)	Demonstrates correct rhythm and pattern for a different dance form among folk, social, creative, line and world dance. (S1.M1.7)	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8)
S1.M2 **GAMES & SPORTS INVASION & FIELD GAMES** Throwing	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power= 2nd base to 1st base). (S1.M2.6)	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7)	Throws a mature pattern for distance or power-appropriate to the activity during small-sided game play. (S1.M2.8)
S1.M3 **CATCHING**	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6)	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. (S1.M3.7)	Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)
S1.M4 **GAMES & SPORTS INVASION GAMES** Passing & receiving	Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball. (S1.M4.6)	Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer or speedball. (S1.M4.7)	Passes and receives with an implement in combination with locomotor patterns of running and change or direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)
S1.M5 **GAMES & SPORTS INVASION GAMES** Passing & receiving	Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)	Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)	Throws a lead pass to a moving partner off a dribble or pass. (S1.M5.8)
S1.M6 **GAMES & SPORTS INVASION GAMES** Offensive skills	Performs pivots, fakes, and jab steps designed to create open space during practice tasks. (S1.M6.6)	Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)	Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)

Outcome	6th	7th	8th
S1.M7 **GAMES & SPORTS INVASION GAMES** Offensive skills	Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. (S1.M7.6)	Performs the following offensive skills with defensive pressure: pivot, give & go, and fakes. (S1.M7.7)	Executes the following offensive skills during small-sided game play: pivot, give & go, and fakes. (S1.M7.8)
S1.M8 **GAMES & SPORTS INVASION GAMES** Dribbling & ball control	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (S1.M8.7)	Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play. (S1.M8.8)
S1.M9 **GAMES & SPORTS INVASION GAMES** Dribbling & ball control	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.M9.7)	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)
S1.M10 **GAMES & SPORTS INVASION GAMES** Shooting on goal	Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)	Shoots on goal with power and accuracy in small-sided game play. (S1.M10.7)	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)
S1.M11 **GAMES & SPORTS INVASION GAMES** Defensive skills	Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)	Slides in all directions while on defense without crossing feet. (S1.M11.7)	Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)
S1.M12 **GAMES & SPORTS NET/WALL GAMES** Serving	Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball. (S1.M12.6)	Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7)	Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)
S1.M13 **GAMES & SPORTS NET/WALL GAMES** Striking	Strikes with a mature overhand pattern in a non-dynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.6)	Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.7)	Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.8)
S1.M14 **GAMES & SPORTS NET/WALL GAMES** Forehand & backhand	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball or short-handled racket tennis (S1.M14.6)	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.M14.7)	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)
S1.M15 **GAMES & SPORTS NET/WALL GAMES** Weight transfer	Transfers weight with correct timing for the striking pattern. (S1.M15.6)	Transfers weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side. (S1.M15.7)	Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the backhand side. (S1.M15.8)

Grade 6 — 8

Outcome	6th	7th	8th
S1.M16 **GAMES & SPORTS NET/WALL GAMES** Volleying	Forehand volleys with a mature form and control using a short-handled implement. (S1.M16.6)	Forehand and backhand volleys with a mature form and control using a short-handled implement. (S1.M16.7)	Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play. (S1.M16.8)
S1.M17 **GAMES & SPORTS NET/WALL GAMES** Two-hand volley	Two-hand-volleys with control in a variety of practice tasks. (S1.M17.6)	Two-hand-volleys with control in a dynamic environment. (S1.M17.7)	Two-hand-volleys with control in a small-sided game. (S1.M17.8)
S1.M18 **GAMES & SPORTS TARGET GAMES** Throwing	Demonstrates a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (S1.M18.6)	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes. (S1.M18.7)	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocce. (S1.M18.8)
S1.M19 **GAMES & SPORTS TARGET GAMES** Striking	Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard, or golf. (S1.M19.6)	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf. (S1.M19.7)	Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard or golf. (S1.M19.8)
S1.M20 **GAMES & SPORTS FIELDING/STRIKING GAMES** Throwing	Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)	Strikes a pitched ball with an implement to open space in a variety of practice tasks. (S1.M20.7)	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.M20.8)
S1.M21 **GAMES & SPORTS FIELDING/STRIKING GAMES** Catching	Catches, with a mature pattern, from different trajectories using a variety of objects in a variety practice tasks. (S1.M21.6)	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. (S1.M21.7)	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.M21.8)
S1.M22 **OUTDOOR PURSUITS**	Demonstrates correct technique for basic skills in one self-selected outdoor activity. (S1.M22.6)	Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. (S1.M22.7)	Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities. (S1.M22.8)
S1.M23 **AQUATICS**	Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.		
S1.M24 **INDIVIDUAL-PERFORMANCE ACTIVITIES**	Demonstrates correct technique for basic skills in one self-selected individual-performance activity. (S1.M24.6)	Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity. (S1.M24.7)	Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities. (S1.M24.8)

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Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Outcome	6th	7th	8th
S2.M1 **GAMES & SPORTS INVASION GAMES** Creating space with movement	Creates open space by using locomotor movements (e.g. walking, running, jumping and landing) in combination with movement (e.g. varying pathways; change of speed; direction or pace). (S2.M1.6)	Reduces open space by using locomotor movements (e.g., walking, running, jumping & 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)	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)
S2.M2 **GAMES & SPORTS INVASION GAMES** Creating space with offensive tactics	Executes at least one of the following offensive tactics to create an open space: moves to an open space without the ball; uses a variety of passes, pivots and fakes, give & go. (S2.M2.6)	Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. (S2.M2.7)	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 pathways; give & go. (S2.M2.8)
S2.M3 **GAMES & SPORTS INVASION GAMES** Creating space using width and length	Creates open space by using the width and length of the field/court on offense. (S2.M3.6)	Creates open space by staying spread on offense, and cutting and passing quickly. (S2.M3.7)	Creates open space by staying spread on offense, cutitng and passing quickly, and using fakes off the ball. (S2.M3.8)
S2.M4 **GAMES & SPORTS INVASION GAMES** Reducing space by changing size & shape	Reduces open space on defense by making the body larger and reducing passing angles (S2.M4.6)	Reduces open space on defense by staying close to the opponent as he/she nears the goal. (S2.M4.7)	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)
S2.M5 **GAMES & SPORTS INVASION GAMES** Reducing space using denial	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.7)	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.8)
S2.M6 **GAMES & SPORTS INVASION GAMES** Transitions	Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)
S2.M7 **GAMES & SPORTS NET/WALL GAMES** Creating space through variation	Creates an open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)	Creates open space in net/wall games with a long-handled implement by varying force and direction, and moving opponent from side to side. (S2.M7.7)	Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. (S2.M7.8)

Grade 6 — 8

Outcome	6th	7th	8th
S2.M8 **GAMES & SPORTS NET/WALL GAMES** Using tactics & shots	Reduces offensive options for opponents by returning to midcourt position. (S2.M8.6)	Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)	Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)
S2.M9 **GAMES & SPORTS TARGET GAMES** Shot selection	Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)
S2.M10 **GAMES & SPORTS FIELDING/STRIKING GAMES** Offensive strategies	Identifies open spaces and attempts to strike object into that space. (S2.M10.6)	Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space. (S2.M10.7)	Identifies sacrifice situations and attempt to advance a teammate. (S2.M10.8)
S2.M11 **GAMES & SPORTS FIELDING/STRIKING GAMES** Reducing space	Identifies the correct defensive play based on the situation (e.g., the number of outs). (S2.M11.6)	Selects the correct defensive play based on the situation (e.g., number of outs). (S2.M11.7)	Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8
S2.M12 **INDIVIDUAL-PERFORMANCE ACTIVITIES, DANCE & RHYTHMS** Movement concepts	Varies application of force during dance or gymnastics activities. (S2.M12.6)	Identifies and applies Newton's laws of motion to various dance or movement activities. (S2.M12.7)	Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)
S2.M13 **OUTDOOR PURSUITS**	Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others. (S2.M13.6)	Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)	Implements safe protocols in self-selected outdoor activities. (S2.M13.8)

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Standard 3

Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness.

Outcome	6th	7th	8th
S3.M1 Physical activity knowledge	Describes how being physically active leads to a healthy body (S3.M1.6)	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.8)
S3.M2 Engages in physical activity	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)	Participates in a physical activity twice a week outside of physical education class. (S3.M2.7)	Participates in physical activity 3 times a week outside of physical education class. (S3.M2.8)
S3.M3 Engages in physical activity	Participates in a variety of aerobic-fitness activities such as cardio-kick, step aerobics, and aerobic dance. (S3.M3.6)	Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body-weight training and light free-weight training. (S3.M3.7)	Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. (S3.M3.8)
S3.M4 Engages in physical activity	Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution or Wii Fit. (S3.M4.6)	Participates in a variety of strength- and endurance-fitness activities such as weight or resistance training. (S3.M4.7)	Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training. (S3.M4.8)
S3.M5 Engages in physical activity	Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. (S3.M5.6)	Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities. (S3.M5.7)	Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. (S3.M5.8)
S3.M6 Engages in physical activity	Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6)	Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week. (S3.M6.7)	Participates in moderate to vigorous aerobic and/or muscle and bone-strengthening physical activity for at least 60 minutes per day at least 5 times a week. (S3.M6.8)
S3.M7 Fitness knowledge	Identifies the components of skill-related fitness (S3.M7.6)	Distinguishes between health-related and skill-related fitness. (S3.M7.7)	Compares and contrasts health-related fitness components. (S3.M7.8)
S3.M8 Fitness knowledge	Sets and monitors a self-selected physical-activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)	Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.7)	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)

Grade 6 — 8

Outcome	6th	7th	8th
S3.M9 Fitness knowledge	Employs correct techniques and methods of stretching (S3.M9.6)	Describes and demonstrates the difference between dynamic and static stretches. (S3.M9.7)	Employs a variety of appropriate static stretching techniques for all major muscle groups. (S3.M9.8)
S3.M10 Fitness knowledge	Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance. (S3.M10.6)	Describes the role of exercise and nutrition in weight management. (S3.M10.7)	Describes the role of flexibility in injury prevention. (S3.M10.8)
S3.M11 Fitness knowledge	Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (aerobic, muscular fitness, and flexibility). (S3.M11.6)	Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. (S3.M11.7)	Uses the overload principle (FITT formula) in preparing a personal workout.14 (S3.M11.8)
S3.M12 Fitness knowledge	Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)	Designs a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.7)	Designs and implements a warm-up/ cool-down regimen for a self-selected physical activity. (S3.M12.8)
S3.M13 Fitness knowledge	Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale. (S3.M13.6)	Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. (S3.M13.7)	Defines how the RPE Scale can be used to adjust workout intensity during physical activity. (S3.M13.8)
S3.M14 Fitness knowledge	Identifies major muscles used in selected physical activities. (S3.M14.6)	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.M14.7)	Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. (S3.M14.8)
S3.M15 Assessment & program planning	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. (S3.M15.6)	Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. (S3.M15.7)	Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment. (S3.M15.8)
S3.M16 Assessment & program planning	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log. (S3.M16.6)	Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log. (S3.M16.7)	Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.M16.8)
S3.M17 Nutrition	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels. (S3.M17.6)	Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. (S3.M17.7)	Describes the relationship between poor nutrition and health risk factors. (S3.M17.8)
S3.M18 Stress management	Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)	Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise. (S3.M18.7)	Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M18.8)

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Standard 4

Exhibits responsible personal and social behavior that respects self and others.

Outcome	6th	7th	8th
S4.M1 Personal responsibility	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviours. (S4.M1.6)	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)	Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)
S4.M2 Personal responsibility	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviours, such as self-talk. (S4.M2.6)	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (S4.M2.7)	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8)
S4.M3 Accepting feedback	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)	Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)	Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)
S4.M4 Working with others	Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)
S4.M5 Working with others	Cooperates with small group of classmates during adventure activities, game play, or team-building activities. (S4.M5.6)	Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)	Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)
S4.M6 Rules & etiquette	Identifies the rules and etiquette for physical activities, games, and dance activities. (S4.M6.6)	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)	Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M6.8)
S4.M7 Safety	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)	Independently uses physical activity and exercise equipment appropriately and safely. (S1.M7.7)	Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S1.M7.8)

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Standard 5

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Outcome	6th	7th	8th
S5.M1 Health	Describes how being physically active leads to a healthy body. (S5.M1.6)	Identifies different types of physical activities and describes how each exerts a positive effect on health. (S5.M1.7)	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8)
S5.M2 Health	Identifies the components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)	Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)	Analyzes the empowering consequences of being physical active. (S5.M2.8)
S5.M3 Challenge	Recognizes individual challenges and copes in a positive way, such as extended effort, asking for help or feedback, or modifying the tasks. (S5.M3.6)	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M3.7)	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)
S5.M4 Self-expression & enjoyment	Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)	Identifies why self-selected physical activities create enjoyment. (S5.M4.7)	Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8)
S5.M5 Self-expression & enjoyment	Identifies how self-expression and physical activity are related. (S5.M5.6)	Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7)	Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)
S5.M6 Social interaction	Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity. (S5.M6.6)	Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)	Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)

FOCAL POINTS & BENCHMARK ASSESSMENTS
GRADE 6 — 8

Skilled Play

New York State Learning Standards:

1a: Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities.

National Learning Standards:

1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Benchmark

A: Demonstrate critical elements of specialized manipulative skills in a variety of settings.

B: Apply tactical concepts and performance principles in physical activities.

Dance

Creative, Social, Zumba, Hip-Hop

Essential Questions

- How can students identify and demonstrate elements and skills in dance?
- Why should students care about dance?
- Can you create and perform a dance routine with a group while following the dance rubric? (8th Grade)

Grade Level Outcomes	Suggested Activities
6 • Demonstrates ability to move to the beat and move in the correct pattern in one of the dance forms (creative, social, line and square). (S1.M1.6)	• Zumba • Creative Dance • Hip Hop
7 • Demonstrates ability to move to the beat and in the correct pattern in a different dance form than 6th grade. (S1.M1.7)	
8 • Demonstrates the ability create a dance sequence to music and perform with command of the rhythm and proper timing when performing the dance in a small group. (S1.M1.8)	

Team Passing Games

Throwing: Tactic- maintain possession

Essential Questions

- Why is it important to develop specific sports skills to be successful in a game?
- Can you successfully make 5 over-and underhand throws to your partner using various implements (ball, Frisbee, etc.)?
- Why is it important to develop specific sport skills to be successful in a game?
- What should your hands look like when catching a ball overhead? How about below your waist?

Grade Level Outcomes	Suggested Activities
6 • Demonstrates the ability to pass (throw) an implement (ball, Frisbee, etc.) with a mature pattern using the appropriate force in line with the practice tasks (i.e., throw for distance). (S1.M2.6)	• Baseball/Softball • Football • Ulitimate Frisbee • Soccer • Basketball • Team Handball
7 • Demonstrates the ability to pass (throw, kick) an implement (ball, Frisbee, etc.) with a mature pattern using the appropriate force in line with a practice task in a 3v1 situation. (S1.M2.7)	
8 • Demonstrates the ability to pass (throw, kick) an implement (ball, Frisbee, etc.) with a mature pattern using the appropriate force in line with a practice task in a 3v3 game situation. (S1.M2.8)	

(*Team Passing Games*) Catching: Tactic- maintain possession

Grade Level Outcomes	Suggested Activities
6 • Catches with a mature pattern from different trajectories using different objects. (S1.M3.6)	• Baseball/Softball • Football • Team Handball • Ultimate Frisbee • Basketball
7 • Catches with a mature pattern on the move from different trajectories using different objects. (S1.M3.7)	
8 • Catches with a mature pattern on the move from different trajectories using different objects in small-sided games. (S1.M3.8)	

Grade 6 — 8

Basketball

Passing: Tactic- maintain possession

Essential Questions	• Why is it important to develop specific sports skills to be successful in a game? • Can you name 2 cues important to making a successful bounce, overhead or chest pass?

Grade Level Outcomes	Suggested Activities
6 • Demonstrates the ability to pass using a chest pass, bounce pass and overhead pass off the dribble to a stationary partner.	• Basketball
7 • Demonstrates the ability to pass using a chest pass, bounce pass and overhead pass to a moving partner off the dribble.	
8 • Demonstrates the ability to pass using a chest pass, bounce pass and overhead pass off the dribble in a small sided game situation.	

(**Basketball)** Catching: Tactic– maintain possession

Essential Questions	• Why is it important to develop specific sports sills to be successful in a game? • How are your hands positioned when catching a pass in basketball?

Vocabulary	
Triple Threat *Offensive player catches ball and faces defender. The offensive player's feet are slightly wider than shoulder width and slightly on balls of feet, knees flexed, both hands on ball in front of them or almost resting on their thigh, presenting the defender with an opponent that is able to move in any direction as well as dribble, shoot or pass.*	**Jump Stop** *Offensive footwork in which a player on the run takes a small step and then lands on both feet at the same time in proper balance when catching a pass.*

Grade Level Outcomes	Suggested Activities
6 • Demonstrates the ability to catch a pass using a target hand off the move.	• Basketball
7 • Demonstrates the ability to catch a pass on the move using a jump stop	
8 • Demonstrates the ability to catch a pass on the move using a jump stop in a small-sided game situation.	

(**Basketball**) Offensive skills: Tactic– maintain possession

Essential Questions	• Why is it important to be able to develop/perform the following on the ball skills: pivot, ball fake, jab step to be successful in a game?

Vocabulary

Pivot
Takes place when a player who is holding the ball steps once or more than once in any direction with the same foot, the other foot, called the pivot foot, is kept at its point of contact with the floor.

Fake
Using a deceptive move with the ball to pull the defensive player out of position.

Jab Step
A side step that is performed when a player holds onto the ball before dribbling while their non-pivot leg performs a jabbing forward or side motion to test the defender's defensive weaknesses and stance.

Grade Level Outcomes

6
• Performs the following on the ball skills: pivot, ball fake, jab step without defensive pressure.(S1.M7.6)

7
• Performs the following on the ball skills: pivot, ball fake, jab step with defensive pressure.(S1.M7.7)

8
• Demonstrates the following on the ball skills: pivot, ball fake, jab step in a small sided game situation.(S1.M7.8)

Suggested Activities

• Basketball

(**Basketball**) Shooting: Tactic – attacking the goal

Essential Questions	• Why is it important to be able to develop/demonstrate layup, set shot and jump shot during a basketball game?
	• Can you identify when to use various shots (layup, jump shot, and set shot) during game play?
	• Can you identify the cues for the 3 different types of shots in basketball?

Vocabulary

Field Goal
A basket scored from the field.

Jump Shot
An overhead shot taken when jumping.

Lay Up
A close-range shot using one hand to bank the ball off the backboard.

Foul Shot
An unopposed attempt to score a basket, worth one point, from the free throw line.

Grade 6 — 8

Grade Level Outcomes	Suggested Activities
6 • Demonstrate a layup from the dominant side. Demonstrate the set shot and jump shot without defensive pressure.	• Basketball
7 • Demonstrate the set shot and jump shot with defensive pressure.	
8 • Demonstrate the jump shot and/or set shot in a small-sided game situation. Demonstrate the lay up from the dominant side in a small-sided game situation.	

(**Basketball)** Dribbling: Tactic– attacking the goal

Essential Questions	• Why is it important to be able to dribble with both dominant and non-dominant hands while changing speed and direction? • Can you name four cues for dribbling? • What part of the hand is used during dribbling and why?

Vocabulary

Double Dribble
Dribbling, stopping the dribble, and then dribbling again.

Traveling
Taking steps with the ball without dribbling.

Grade Level Outcomes	Suggested Activities
6 • Dribbles with the dominant and non-dominant hand using a change in speed and direction to attack the goal without defense. (S1.M8.6)	• Basketball
7 • Dribbles with the dominant and non-dominant hand using a change in speed and direction to attack the goal in a 1v1 situation. (S1.M8.7)	
8 • Dribbles with the dominant and non-dominant hand using a change in speed and direction to attack the goal in a small-sided game. (S1.M8.8)	

(*Basketball*) Cuts and Picks: Tactic– Creating space to attack

Essential Questions	• Why is it important to develop a way to create space (v-cut, L cut and pick away) to attack without defense?
	• Give examples of ways to create space on the attack.
	• Identify game play situations where each way to create space would be used (v-cut, L cut, and pick away)

Vocabulary

Cut
A quick offensive move by a player trying to get free for a pass.

Pick
A special type of screen where an offensive player stands so the defensive player slides to make contact, freeing an offensive teammate for a shot or drive to basket.

Grade Level Outcomes	Suggested Activities
6 • Dribbles with the dominant and non-dominant hand using a change in speed and direction to attack the goal without defense. (S1.M8.6)	• Basketball
7 • Dribbles with the dominant and non-dominant hand using a change in speed and direction to attack the goal in a 1v1 situation. (S1.M8.7)	
8 • Dribbles with the dominant and non-dominant hand using a change in speed and direction to attack the goal in a small-sided game. (S1.M8.8)	

(*Basketball*) Give and Go; Pick and Roll: Tactic – using space in attack

Essential Questions	• Why is it important to utilize the give and go and the pick and roll in game play of basketball?

Vocabulary

Give and Go
A maneuver in which the offensive player makes a pass to a teammate and then immediately cuts in toward the basket for a return pass.

Pick and Roll
Setting a pick on a defensive player by making contact, freeing an offensive teammate to drive and then roll off the defensive player to receive a pass from offensive teammate.

Screen
An offensive maneuver where an offensive player is positioned between the defender and a teammate in order to free to teammate for an uncontested shot.

Grade 6 — 8

Grade Level Outcomes	Suggested Activities
6 • Dribbles with the dominant and non-dominant hand using a change in speed and direction to attack the goal without defense. (S1.M8.6)	• Basketball
7 • Dribbles with the dominant and non-dominant hand using a change in speed and direction to attack the goal in a 1v1 situation. (S1.M8.7)	
8 • Dribbles with the dominant and non-dominant hand using a change in speed and direction to attack the goal in a small-sided game. (S1.M8.8)	

(***Basketball)*** Player to player defense: Tactic – Defending the goal

Essential Questions	• Why is it important to understand and be able to demonstrate on ball defense and off ball defense?

Vocabulary

Denial Defense
Aggressive individual defense where the defensive player works hard to keep the offensive player from receiving a pass.

Mark
The person that a defensive player is guarding.

Boxing Out
A term used to designate a player's position under the basket that prevents an opposing player from achieving good rebounding position.

Grade Level Outcomes	Suggested Activities
6 • Demonstrate on the ball defense by staying between a mark and the basket in a practice drill. Demonstrate player-to-player defense one pass away from the ball by staying between the mark and the basket while denying the passing lane in a practice drill.	• Basketball
7 • Demonstrate player to player defense two passes away from the ball by staying between the mark and opening up to see the mark and the ball in a practice drill. Demonstrate boxing out the mark by boxing out the mark and going to the ball in a practice drill.	
8 • Demonstrate on the ball defense and off the ball defense (one and two passes away) in a small sided game situation. Demonstrate boxing out the mark by boxing out the mark and going to the ball in a small-sided game situation.	

Soccer

Dribbling: Tactic – Maintaining possession

Essential Questions	• Why is it important to show control while foot dribbling with a changing speed and direction?
	• What is the proper technique in dribbling a soccer ball?

Vocabulary

Dribble
The technique of the player self-propelling the ball with the foot so that he maintains control while moving from one spot to another.

Grade Level Outcomes		Suggested Activities
6	• Foot dribbles with control, changing speed and direction without defense. (S1.M9.6)	• Soccer
7	• Foot dribbles with control, changing speed and direction with defense. (S1.M9.7)	
8	• Foot dribbles with control, changing speed and direction in a small-sided game. (S1.M9.8)	

(*Soccer*) Passing: Tactic – Maintaining possession

Essential Questions	• Why is it important to develop proper passing to a moving target in soccer?
	• What is the best way to move the ball up the field?
	• What are the cues that will help you make a mature form pass in soccer?

Vocabulary

Through Pass
A pass that penetrates between and past the defenders.

Grade 6 — 8

Grade Level Outcomes		Suggested Activities
6	• Passes with mature form to a moving receiver with defense on the passer.	• Soccer
7	• Passes with mature form for distance and accuracy to a moving receiver with defense on the passer.	
8	• Passes with mature form for distance and accuracy to a moving receiver with defense in a small-sided game situation.	

(Soccer) Passing and Receiving: Tactic – Maintaining possession

Essential Questions	• How can being able to passes to a teammate who is on the move help you be more successful in small-sided soccer games?

Grade Level Outcomes		Suggested Activities
6	• Passes and receives with feet while on the move with defense on the passer.	• Soccer
7	• Passes and receives with feet while on the move while changing direction and speed with defense on the passer and receiver. (S1.M4.7)	
8	• Passes and receives with feet while on the move while changing direction and speed in a small sided game.	

(Soccer) One Touch Passes/Give and Go: Tactic – Creating space in the attack

Essential Questions	• In a small-sided soccer game how is using a one-touch pass or a give and go play beneficial?

Grade Level Outcomes		Suggested Activities
6	• Use a one-touch pass to create space in attack.	• Soccer
7	• Use a give and go to beat a defender. (S1.M7.7)	
8	• Use one-touch passes, give, and go play in a small-sided game. (S1.M7.8)	

(Soccer) Moving in support: Tactic – Maintaining possession

Essential Questions	• What does it mean to move to a position of support for a teammate? • What are the benefits of passing the ball to a teammate in a supporting position?

Grade 6 — 8

Vocabulary

Trap
The technique used for receiving the ball, bringing it under control.

Settle
The act of taking a ball that is off the ground and getting it settled on the ground so that it is rolling and no longer bouncing.

Grade Level Outcomes	Suggested Activities
6 • Moves into a position of support to receive a pass (away from defenders into an open space in a passing lane) in a passing drill.	• Soccer
7 • Player with ball looks for support and teammates move into a position of support to receive pass in a passing drill.	
8 • Player with ball looks for support and teammates move into a position to receive a pass in a small-sided game.	

(Soccer) Shooting on the goal: Tactic – Attack the goal

Essential Questions	• When shooting on a goal what 2 focal points are you practicing? • What is the difference between a power and a finesse shot? And when are the appropriate times to use each during a small game?

Grade Level Outcomes	Suggested Activities
6 • Shoots on goal with power. (S1.M10.6)	• Soccer
7 • Shoots on the move with power and accuracy in a practice drill. (S1.M10.7)	
8 • Receives the ball and shoots on the move with power and accuracy in a small sided game.	

Grade 6 — 8

(Soccer) Marking Opponents and Pressuring the ball: Tactics – Defending Space

Essential Questions

- What does defensive ready position look like?
- What does it mean to defend space?

Grade Level Outcomes		Suggested Activities
6	• Maintains defensive ready position and stays between mark and the goal. (S1.M11.6)	• Soccer
7	• Maintains ready defensive position and moves in all directions while staying between the mark and goal in a practice task. (S1.M11.7)	
8	• Maintains ready defensive position and moves in all directions while pressuring the ball and staying between the mark and the goal in a small- sided game.	

(Soccer) Goal Keeping: Tactics – Defending the goal

Essential Questions

- What are the key components in goalkeeping?
- What does it mean to cut the angel down in goal keeping? And what is the benefit of cutting the angel down?

Vocabulary

Goal Area
The rectangular area in front of the goal where the ball is placed for a goal kick.

Penalty Area
The large rectangular area in front of the goal where the goalkeeper is allowed to use the hands to play the ball.

Grade Level Outcomes		Suggested Activities
6	• Positioning in the goal to narrow the angle.	• Soccer
7	• Gathering the ball in the goal.	
8	• Distributing the ball.	

(Soccer) Goal Keeping: Tactics – Defending the goal

Essential Questions
- What are the key components in goalkeeping?
- What does it mean to cut the angel down in goal keeping? And what is the benefit of cutting the angel down?

Vocabulary

Goal Area
The rectangular area in front of the goal where the ball is placed for a goal kick.

Penalty Area
The large rectangular area in front of the goal where the goalkeeper is allowed to use the hands to play the ball.

Grade Level Outcomes	Suggested Activities
6 • Positioning in the goal to narrow the angle.	• Soccer
7 • Gathering the ball in the goal.	
8 • Distributing the ball.	

(Soccer) Tackling: Tactic – Win the ball

Essential Questions
- What does it mean to tackle the ball in soccer?
- Why is important to guide the offense in one direction?

Vocabulary

Tackle
A technique for taking the ball away from the opponent.

Grade Level Outcomes	Suggested Activities
6 • Look for opportunities to tackle and win the ball.	• Soccer
7 • Guide the offense in one direction and tackle to win the ball.	
8 • Guide the offense in one direction and tackle to win the ball in a small-sided game.	

(Soccer) Throw In, Corner Kicks, Free Kicks: Tactics – Restarting Play

Essential Questions
- Identify ways to restart play in soccer.
- How can you set up a corner kick to have the opportunity of scoring?

Vocabulary

Throw-in
The technique used for restarting the game when the ball goes out of play over the sideline.

Corner Kick
A direct free kick awarded to the attacking player on the corner arc when the defending team last played the ball over their own end line.

Indirect Free Kick
A free kick from which a player other than the kicker must contact the ball before a score can result.

Direct Free Kick
A free kick from which the kicker may immediately score from that initial contact.

Penalty Kick
A free kick awarded for a direct free kick foul in the penalty area against the defending team.

Grade Level Outcomes		Suggested Activities
6	• Use of throw in to move attack forward.	• Soccer
7	• Use corner kicks to create scoring opportunities.	
8	• Use of free kicks to score.	

Ultimate Frisbee

Backhand and Forehand: Tactic – Maintain Possession

Essential Questions
- Name the two types of passing used in ultimate Frisbee.
- Can you demonstrate how to hold and throw a Frisbee?

Vocabulary

Backhand
A throw across the body, where the disc is gripped with the thumb on top and fingers underneath.

Forehand
A throw where the arm starts on the dominant side of the body and makes a sidearm action.

Grade Level Outcomes	Suggested Activities
6 • Throws with a backhand pass to a moving receiver. (S1. M5.6)	• Ultimate Frisbee
7 • Throws off the move with a backhand pass to a moving receiver. (S1.M5.7)	
8 • Throws with the forehand pass to a moving receiver.	

(Ultimate Frisbee) Sandwich Catch and C Catch: Tactic – Maintain possession

Essential Questions

- What are the 2 ways to catch a Frisbee?
- Can you demonstrate how to catch a Frisbee?

Vocabulary

Pancake Catch
A type of catch where a player claps his/her hands on the top and bottom of the Frisbee.

C-Catch
A type of catch where a player catches the Frisbee with one or both hands between their thumb and fingers.

Grade Level Outcomes	Suggested Activities
6 • Catches with the sandwich catch on the move.	• Ultimate Frisbee
7 • Catches with the C catch on the move.	
8 • Catch and immediately throw on the move.	

Grade 6 — 8

(Ultimate Frisbee) Pivots, Jab steps, and Fakes: Tactic – Creating space

Essential Questions	
	• Name ways to create space.
	• During small-sided games when would you perform a pivot, jab step or a fake?
	• Why is it essential to create space?

Vocabulary

Pivot
Takes place when a player who is holding the Frisbee steps once or more than once in any direction with the same foot, the other foot, called the pivot foot, is kept at its point of contact with the floor.

Fake
Using a deceptive move with the Frisbee to pull the defensive player out of position.

Jab Step
A small step toward the defensive player with the non-pivot foot to attempt to lure an opponent out of defensive position.

Grade Level Outcomes		Suggested Activities
6	• Performs pivots, jab steps and fakes in a practice drill. (S1.M6.6)	• Ultimate Frisbee
7	• Performs pivot, jab steps and fakes to create space in a 2V1 game. (S1.M6.7)	
8	• Performs pivots, fakes and jab steps to create space in a small sided game.(S1.M6.8)	

(Ultimate Frisbee) Defensive Positioning: Tactic – Defending Space

Essential Questions	
	• Name ways to create space.
	• During small-sided games when would you perform a pivot, jab step or a fake?
	• Why is it essential to create space?

Vocabulary

Marker
The defensive player who guards the thrower.

Grade Level Outcomes		Suggested Activities
6	• Maintains defensive position between mark and goal. (S1.M11.6)	• Ultimate Frisbee
7	• Defends the passing lane while maintaining proper defensive position when one pass away from Frisbee.	
8	• Opens up and sees mark and Frisbee when playing two passes away from Frisbee.	

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Grade 6 — 8

Lacrosse

Passing/Catching and Cradling: Tactic – Maintaining Possession

Essential Questions

- What are key components to maintaining possession in lacrosse?
- What are the proper techniques for passing, catching, and cradling in lacrosse?
- Where did lacrosse originate?
- How can teamwork influence team outcomes?

Vocabulary

Passing
An integral part of moving the ball quickly. Players throw overhand or underhand to each other. In most cases, a high pass is easier to deal with than a low bouncing dribbler. Slowly thrown lobbed passes give the defense time to react and often result in the catching player being hit before the pass arrives.

Cradling
In order to maintain control of the ball when moving along the field, players turn their wrists and arms to cradle the ball in the stick pocket.

Grade Level Outcomes		Suggested Activities
6	• Pass, catch and cradle quickly and accurately while stationary in a practice drill.	• Lacrosse
7	• Pass, catch and cradle quickly and accurately on the move in a practice drill.	
8	• Pass, catch and cradle on the move accurately in a small sided game.	

(Lacrosse) Scooping (Picking up a ground ball): Tactic – Maintaining Possession

Essential Questions

- What is the proper technique of scooping the ball in lacrosse?
- What is the difference in rules for scooping between girls and boys lacrosse?

Vocabulary

Scooping
The manner in which a player picks up loose ground balls. The player bends toward the ground, slides the pocket of their stick underneath the ball, and lifts it into the netting of the stick.

Grade Level Outcomes		Suggested Activities
6	• Pick up ball by scooping and continue running while cradling.	• Lacrosse
7	• Pick up ball by scooping smoothly, cradling and passing off the move in a practice drill.	
8	• Pick up ball by scooping smoothly, cradling and passing off the move accurately in a small-sided game.	

(Lacrosse) Moving in support: Tactic – Maintaining Possession

Essential Questions	• What does it mean to move to a position of support for a teammate? • What are the benefits of passing the ball to a teammate in a supporting position?

Grade Level Outcomes		Suggested Activities
6	• Moves into a position of support to receive a pass (away from defenders into an open space in a passing lane) in a passing drill.	• Lacrosse
7	• Player with ball looks for support and teammates move into a position of support to receive pass in a passing drill.	
8	• Player with ball looks for support and teammates move into a position to receive a pass in a small-sided game.	

(Lacrosse) Shooting: Tactic – Attacking the goal

Essential Questions	• What is the difference between the technique of shooting and passing?

Grade Level Outcomes		Suggested Activities
6	• Shoots without a defender in a practice drill.	• Lacrosse
7	• Shoots against a defender without a goalie in a practice drill.	
8	• Shoots against a defender with a goalie in small-sided game.	

(Lacrosse) Roll Dodge: Tactic – Attacking the goal

Essential Questions	• Describe a roll dodge and when it should be used during game play in lacrosse?

Vocabulary	
Roll Dodge *An offensive move in which a ball carrier, using their body as a shield between the defensive player and the cradled ball, spins around the defender. To provide maximum ball protection, the ball carrier switches hands as they roll.*	**Face Dodge** *A player with the ball cradles the stick across his face in an attempt to dodge a stick-poking defender. Generally an open field dodge that does not involve changing hands.*

Grade 6 — 8

Grade Level Outcomes	Suggested Activities
6 • Performs a roll dodge without a defender in a practice drill	• Lacrosse
7 • Performs a roll dodge with a defender in a practice drill.	
8 • Performs a roll dodge with defense in a small sided game	

(Lacrosse) Cut and Replace; V-cut; Picks: Tactics – Creates space in attack

Essential Questions	• Why is it important to develop a way to create space (v-cut and picks) to attack without defense?
	• Give examples of ways to create space on the attack.
	• Identify game play situations where each way to create space would be used (v-cut and picks).

Vocabulary

Cut
An attacking player without the ball darts around a defender toward the goal in order to receive a pass. A cutting player is a cutter.

V Cut
A maneuver used by an offensive player to get open for a pass. The offensive player feints causing his defender to react and move, he then cuts sharply away (completing the "V" shape).

Pick
An offensive player without the ball positions themselves against the body of a defender to allow a teammate to get open and receive a pass or take a shot.

Grade Level Outcomes	Suggested Activities
6 • Performs cut and replace, v-cuts and picks to create space during practice drills	• Lacrosse
7 • Performs cut and replace, v-cuts and picks to create space in a 2V1 game.	
8 • Performs cut and replace, v-cuts and picks to create space in a small sided game.	

(Lacrosse) Give and Go; Pick and Roll: Tactic – Using space in attack

Essential Questions	• Why is it important to utilize the give and go and the pick and roll in game play of lacrosse?

Grade 6 — 8

Grade Level Outcomes		Suggested Activities
6	• Performs give and go and pick and roll to use space in attack during practice drills. (S1.M7.6)	• Lacrosse
7	• Performs give and go and pick and roll to use space in a 2V1 game. (S1.M7.7)	
8	• Performs give and go and pick and roll to use space in a small sided game. (S1.M7.8)	

(Lacrosse) Marking; Pressure; Covering the passing lane; Intercepting: Tactic – Defending Space

Essential Questions
- What is a passing lane?
- How does on ball and off ball defense look different?
- What is the proper defensive position?

Grade Level Outcomes		Suggested Activities
6	• Maintains defensive position between mark and goal. (S1.M11.6)	• Lacrosse
7	• Defends the passing lane while maintaining proper defensive position when one pass away from ball.	
8	• Opens up and sees mark and ball when playing two passes away from ball.	

(Lacrosse) Goal Keeping: Tactic – Defending the Goal

Essential Questions
- What are the key components in goalkeeping?
- What does it mean to cut the angle down in goal keeping? And what is the benefit of cutting the angle down?
- What is a crease in lacrosse and who is allowed in the crease during game play in girls and boys lacrosse?

Vocabulary

Crease

The eighteen-foot diameter circle surrounding each team's goal.

Grade Level Outcomes		Suggested Activities
6	• Positioning in the goal to narrow the angle.	• Lacrosse
7	• Receiving in the goal.	
8	• Clearing the ball out of goal.	

(Lacrosse) Draw and Face-off: Tactic – Beginning Play

Essential Questions

- What is the difference between a face-off and a draw?

Vocabulary

Face- off
Takes place at the start of each quarter, after every goal, and after certain dead balls. Two opposing players crouch down at midfield, hold their sticks flat on the ground and press the backs of their stick pockets together. The ball is then placed between the pockets and, when signaled to start, the players "rake" or clamp on the ball to vie for control.

Draw
Takes place at the start of each half, and after every goal. Two opposing players stand at midfield, hold their sticks flat and press the backs of their stick pockets together. The ball is then placed between the pockets and, when signaled to start, the players must make a upward motion with their sticks sending the ball up above their heads.

Raking
A face off move by a player who, in trying to gain possession of a ground ball, places the head of their stick on top of the ball and sweeps it back. Raking is done standing still.

Clamping
On the face-off, a player pushes the back of his stick down on the ball in an attempt to gain control of it.

Grade Level Outcomes		Suggested Activities
6	• Use skills to restart play effectively.	• Lacrosse
7	• Position off the ball to receive pass after play has restarted.	
8	• Position off the ball to receive pass and pass accurately to another player after play has restarted.	

Floor Hockey/Pillo Polo

Stick Handling: Tactic – Maintaining Possession

Essential Questions

- How does changing speed and direction effect stick handling in small-sided game play?

Vocabulary

Stick handling
The use of both sides of the blade to control and move the puck.

Grade Level Outcomes		Suggested Activities
6	• Stick handles with control, changing speed and direction without defense. (S1.M9.6)	• Floor Hockey
7	• Stick handles with control, changing speed and direction with defense. (S1.M9.7)	• Pillo Polo
8	• Stick handles with control, changing speed and direction in a small-sided game. (S1.M9.8)	• Scooter Hockey

Grade 6 — 8

(Floor Hockey/Pillo Polo) Stick Handling: Tactic – Maintaining Possession

Essential Questions	• How do dodges with control while stick handling help you become more successful during game play? • When dodging in small-sided play what are the 2 focuses to lose a defender?

Grade Level Outcomes	Suggested Activities
6 • Dodges with control, changing speed and direction without defense.	• Floor Hockey • Pillo Polo • Scooter Hockey
7 • Dodges with control, changing speed and direction with defense.	
8 • Dodges with control, changing speed and direction in a small-sided game.	

(Floor Hockey/Pillo Polo) Passing and Receiving: Tactic – Maintaining Possession

Essential Questions	• How can being able to passes to a teammate who is on the move help you be more successful in small-sided games?

Vocabulary			
Backhand *Shooting or passing with the back of the blade of the stick.*	**Forehand** *Shooting or passing with the front of the blade.*	**High sticking** *The lifting of the blade above the waist during the backswing or follow through.*	**Receiving** *The absorption of the puck's speed on the blade of the stick so that it is immediately under control.*

Grade Level Outcomes	Suggested Activities
6 • Passes and receives with mature form while on the move with defense on the passer.	• Floor Hockey • Pillo Polo • Scooter Hockey
7 • Passes for distance and accuracy and receives puck with mature form while on the move with defense on the passer.	
8 • Passes for distance and accuracy and receives puck with mature form while on the move with defense in a small sided game situation. (S1.M4.8)	

(Floor Hockey/Pillo Polo) Shooting: Tactic – Attacking the goal

Essential Questions

- When shooting on a goal what 2 focal points are you practicing?

Vocabulary

Goal
Each score is worth one point. A goal counts when the whole puck crosses the goal line between the uprights and the crossbar. A puck kicked or hit by the hand into the goal is not a score.

Grade Level Outcomes		Suggested Activities
6	• Shoots on goal with power in a practice task (S1.M10.6)	• Floor Hockey
7	• Shoots on the move with power and accuracy in a practice task. (S1.M10.7)	• Pillo Polo • Scooter Hockey
8	• Receive the ball and shoots with power and accuracy in a small-sided game. (S1.M10.8)	

(Floor Hockey/Pillo Polo) Tackling: Tactic – Winning the ball

Essential Questions

- What does it mean to tackle the ball/puck?
- Why is important to guide the offense in one direction?

Vocabulary

Tackle
A skill used to dislodge the ball from an opponent.

Grade Level Outcomes		Suggested Activities
6	• Look for opportunities to tackle and win the ball in practice drills.	• Floor Hockey
7	• Guide the offense in one direction (channel) and tackle to win the ball in practice drills.	• Pillo Polo • Scooter Hockey
8	• Guide the offense in one direction (channel) and tackle to win the ball in a small-sided game.	

(Floor Hockey/Pillo Polo) Goalkeeping: Tactic – Defending the goal

Essential Questions	• What are the key components in goalkeeping? • What does it mean to cut the angel down in goal keeping? And what is the benefit of cutting the angel down?

Vocabulary

Crease
The area in front of the goal in which only the goalie is allowed.

Grade Level Outcomes		Suggested Activities
6	• Positioning in the goal to narrow the angle.	• Floor Hockey
7	• Clearing the ball quickly.	• Pillo Polo
8	• Clearing the ball quickly and accurately.	• Scooter Hockey

(Floor Hockey/Pillo Polo) Marking opponents; Pressuring the ball: Tactic - Defending space

Essential Questions	• What does defensive ready position look like? • What does it mean to defend space?

Vocabulary

Engaging Distance
Distance from ball, allowing defense to pressure ball.

Grade Level Outcomes		Suggested Activities
6	• Maintains defensive ready position and stays between mark and the goal. (S1.M11.6)	• Floor Hockey • Pillo Polo • Scooter Hockey
7	• Maintains ready defensive position and moves in all directions while staying between the mark and the goal in a practice task. (S1.M11.7)	
8	• Maintains ready defensive position and moves in all directions while pressuring the ball and staying between the mark and the goal in a small-sided game.	

Flag Football/Two Hand Touch Football

Passing: Tactic – Maintain Possession

Essential Questions	• Why is it important to develop the proper techniques in receiving a pass using both hands? • How does receiving with both hands differ from a stationary position to a moving small-sided game situation?

Vocabulary

Completion
A forward pass that is caught by an eligible receiver.

Grade Level Outcomes		Suggested Activities
6	• Demonstrates the ability to pass using a forward pass to a stationary receiver.	• Flag Football • Two Hand Touch Football
7	• Demonstrates the ability to pass using a forward pass on the move to a moving receiver.	
8	• Demonstrate the ability to pass using a forward pass on the move to a moving receiver in a small sided game situation.	

Grade 6 — 8

(Flag Football/Two Hand Touch Football) Receiving: Tactic – Maintain Possession

Grade Level Outcomes		Suggested Activities
6	• Demonstrates the ability to receive a pass using both hands from a stationary position. (S1.M3.6)	• Flag Football • Two Hand Touch Football
7	• Demonstrates the ability to receive a pass on the move. (S1.M3.7)	
8	• Demonstrates the ability to receive a pass on the move in a small-sided game situation. (S1.M3.8)	

(Flag Football/Two Hand Touch Football) Running Routes: Tactics - Creating space to attack

Essential Questions
- What are various running routes to create space in the attack?
- In what ways can you create space on the attack?

Vocabulary

In Route
A route run by a receiver where the receiver runs a few yards downfield, then turns 90° towards the center of the field and runs parallel to the line of scrimmage.

Out Route
A route run by a receiver in which the receiver will start running straight down the field toward the end zone but, after a certain number of steps, will cut hard 90 degrees "to the outside", or toward the sideline, away from the quarterback.

Post Route
A route that is a moderate to deep route in which a receiver runs 10-20 yards from the line of scrimmage straight down the field, then cuts toward the middle of the field towards the facing goalposts at a 45-degree angle.

Curl Route
A route run by a receiver where the receiver appears to be running straight out but after a set amount of steps or yards will quickly stop and turn around, looking for a pass.

Grade Level Outcomes		Suggested Activities
6	• Demonstrates running routes (i.e., in route, out route, post route, curl route, etc.) to create space in attack without defense.	• Flag Football • Two Hand Touch Football
7	• Demonstrates running routes (i.e., in route, out route, post route, curl route, etc.) to create space in attack against a defender.	
8	• Demonstrates running routes (i.e., in route, out route, post route, curl route, etc.) to create space in attack against a defender in a small sided game.	

(Flag Football/Two Hand Touch Football)

Fakes; Changes of speed and direction: Tactic – Creating space to attack

Essential Questions	• Why is it important to be able to develop/perform faking to be successful in a game? • When faking in small-sided games what are the 2 focuses to create space against a defender?

Grade Level Outcomes		Suggested Activities
6	• Demonstrates ability to use fakes to create space against a defender in a practice drill. (S1.M6.6)	• Flag Football • Two Hand Touch Football
7	• Demonstrates ability to use fakes, change of speed and direction to create space against a defender in a practice drill. (S1.M6.7)	
8	• Demonstrates ability to use fakes, change of speed and direction to create space against a defender in a small sided game. (S1.M6.8)	

(Flag Football/Two Hand Touch Football) Marking Opponents: Pressuring the ball Tactic – Defending Space

Essential Questions	• Why is maintaining defensive ready position and staying between mark and goal important in being successful in game play? • How can maintaining the proper positioning on defense help with interceptions?

Vocabulary

Interception
A defensive player catches the ball before the pass receiver.

Grade Level Outcomes		Suggested Activities
6	• Maintains defensive ready position and stays between mark and the goal in a practice drill. (S1.M11.6)	• Flag Football • Two Hand Touch Football
7	• Maintains ready defensive position and moves in all directions while staying between the mark and the goal in a practice drill. (S1.M11.7)	
8	• Maintains ready defensive position and moves in all directions and staying between the mark and the goal in a small sided game.	

Badminton

Clears/Drop shot/Long Service: Tactic – Setting up the Attack

Essential Questions

- In what ways can you create space on your opponents' side of the net?
- What type of shots are used to move your opponent?

Vocabulary

Backcourt
The back third of the court.

Baseline
The back boundary of the court.

Forecourt
The front area of the court, usually considered to be between the net and the short service line.

Midcourt
The middle third of the court, usually considered to be between the short service line and the long service line for doubles.

Clear
A high shot that goes over your opponent's head and lands close to the baseline.

Backhand
A stroke made on the non-racket side of the body.

Forehand
Any stroke made on the racket side of the body.

Drop Shot
A shot that just clears the net, then falls close to it.

Long Service
A high, deep serve landing near the long service line in doubles or back boundary line in singles.

Grade Level Outcomes	Suggested Activities
6 • Uses clears to create space on opponent's side of net. Able to serve in bounds. (S1.M12.6)	• Badminton • Tennis
7 • Uses drop shot to create space on the opponent's side of net. Able to use clears and drop shots to move opponent.	
8 • Uses long service to create space on the opponent's side of the net. (S1.M12.8) Able to make serve difficult to return.	

(Badminton) Smash/short serve/drop shot: Tactic – Winning the point

Essential Questions

- Identify types of hits to win the point in badminton.

Vocabulary

Smash
An overhead stroke hit downward with great velocity and angle. The main attacking stroke in badminton.

Short Serve
A serve that barely clears the net and lands just beyond the short service line.

Grade Level Outcomes	Suggested Activities
6 • Hits the smash accurately to win the point.	• Badminton • Tennis
7 • Uses a short serve to attack and win the point. (S1.M12.7)	
8 • Hits an attacking drop shot to win the point.	

(Badminton) Attacking In Doubles

Essential Questions	• Name an offensive alignment used in doubles.
	• What are 2 strategies used when playing doubles in badminton?
	• How does my movement on a badminton court influence that of my partner?

Vocabulary

Front and Back
An offensive alignment used in doubles. The "front" player is responsible for the forecourt and the "back" player is responsible for the midcourt and backcourt.

Grade Level Outcomes		Suggested Activities
6	• Not applicable	• Badminton
7	• Front and back offense	• Tennis
8	• Communicate while playing front and back offense.	

(Badminton) Preventing Scoring by Defending Space on own side of net

Essential Questions	• Where on the court should the player positioned when receiving a shot?
	• Why is it important to get to Home Base Position before receiving the next shot?

Vocabulary

Home Base
The position in the center of the court from which the player can best play any shot hit by an opponent.

Grade Level Outcomes		Suggested Activities
6	• Recovers to mid court (home base) after hit.	• Badminton
7	• Consistently recovers to mid court (home base) quickly after hit.	• Tennis
8	• Uses a low serve to not allow opponent to hit a downward return in an effort to defend space on own side of court.	

(Badminton) Defending against an attack

Essential Questions	• What Skill Related Fitness Components are used in defending against the attack in badminton?

Vocabulary

Block
A soft shot, used primarily in defense against a smash. Intercepting an opponent's smash and returning it back over the net.

Grade 6 — 8

Grade Level Outcomes		Suggested Activities
6	• Uses proper footwork to return a smash and returns to home base.	• Badminton • Tennis
7	• Uses proper footwork to return a smash in a way that does not provide a second attacking opportunity for the opponent. Returns to home base after a smash and can return a second attacking shot.	
8	• Uses proper footwork to return an attacking drop shot accurately.	

(Badminton) Defending in double

Essential Questions	• How does my movement on a badminton court influence that of my partner?

Vocabulary

Side by Side
A defensive alignment used in doubles play. Each partner is responsible for one side of the court, from the net to the back boundary line.

Grade Level Outcomes		Suggested Activities
6	• Not applicable	• Badminton • Tennis
7	• Side by side defense	
8	• Communicate while playing side-by-side defense.	

Pickle Ball

Forehand; backhand; drop shot; Lob serve:
Tactic – Setting up the attack by creating space on own side of the net

Essential Questions	• How can movements in pickle ball affect my overall health? • What are four different skills used in pickle ball? • Why is it important to develop hand-eye coordination in pickle ball?

Vocabulary

Forehand
The shot hit on the right side of a right handed player.

Backhand
Stroke hit on the opposite side of the hand holding the paddle.

Drop Shot
A ground stroke hit in such a way that the ball drops just over the net into the non-volley zone.

Non-Volley Zone
The seven-foot area on either side of the net. A player may not step into the non-volley zone to play a ball before it bounces or on the follow-through of a stroke.

Lob Serve
An underhand serve that is hit sufficiently high to pass over the reach of an opponent but falls within the court to put the ball into play at the beginning of a point.

Two Bounce Rule
When the ball is served, the receiving team must let it bounce before returning, and then the serving team must let it bounce before returning, thus two bounces.

Grade Level Outcomes		Suggested Activities
6	• Use forehand and backhand stroke to hit to open space and move opponent back in court. (S1.M14.6)	• Pickle Ball
7	• Use drop shot to move opponent forward.	
8	• Use a high lob serve to push opponent back and put them on the defensive. (S1.M12.8)	

(Pickle Ball) Smash/Attacking Drop shot: Tactic – Winning the point

Essential Questions	• When doing the smash shot what Skill Related Fitness Components used? • When would you use the smash shot in pickle ball?

Vocabulary

Smash
A shot hit forcefully from above the player's head.

Grade Level Outcomes		Suggested Activities
6	• Use smash to win a point.	• Pickle Ball
7	• Attack a lob serve that is too high with smash.	
8	• Use a fast attacking drop shot that reaches the floor fast.	

(Pickle Ball) Attacking in Doubles

| Essential Questions | • How does my movement on a pickle ball court influence that of my partner? |

Vocabulary

Front and Back
An offensive alignment used in doubles. The "front" player is responsible for the forecourt and the "back" player is responsible for the midcourt and backcourt.

Grade Level Outcomes		Suggested Activities
6	• Not applicable	• Pickle Ball
7	• Attacking in a front and back offense. Shadow partner and attack net.	
8	• Communicate while playing a front and back offense.	

(Pickle Ball) Home Base position/ Low drive serve/ Receiving serve: Tactic – Defending Space on own side of net

| Essential Questions | • Where on the court should the player positioned when receiving a shot? |
| | • Why is it important to get to Home Base Position before receiving the next shot? |

Grade Level Outcomes		Suggested Activities
6	• Recover to center court between shots.	• Pickle Ball
7	• Use a low drive serve so opponent cannot hit a downward return. (S1.M12.7)	
8	• Receive a serve by being in a ready position behind the back line, which allows player to hit a drive or lob.	
	• Return the service to the backcourt and corners.	

(Pickle Ball) Defending against attack

| Essential Questions | • When would you use the drive serve? Lob Serve? |
| | • Explain how a low drive serve prevents an attack by an opponent. |

Vocabulary

Drive Serve
An underhand serve that uses a drive stroke to put the ball into play at the beginning of a point.

Grade Level Outcomes		Suggested Activities
6	• Defending the smash appropriately without allowing an opportunity for a second attack for opponent.	• Pickle Ball
7	• Use a low drive service that lands in opponent's backcourt- (Prevents an attack against the serve by keeping it low and opponent cannot hit a downward return and forces opponent away from volley zone). (S1. M12.7)	
8	• Returning the attacking drop shot from below net height without giving the opponent a chance to attack.	

(Pickle Ball) Defending in Doubles

Essential Questions	• What are the strategies for defending in doubles? • Name a defensive alignment in doubles play?

Vocabulary

Side by Side
A defensive alignment used in doubles play. Each partner is responsible for one side of the court, from the net to the back boundary line.

Poach
To cross over into your partner's territory to play a ball normally played by your partner.

Grade Level Outcomes		Suggested Activities
6	• Not applicable	• Pickle Ball
7	• Play side by side. Each player is responsible for the ball in his or her side of the court.	
8	• Communicate and call ball that is close to midline of court.	

Volleyball

Forearm Pass (Bump); Overhead Pass (set): Tactic – Setting the attack

Essential Questions	• How does teamwork and sportsmanship affect the game play? • What are the skills involved in volleyball and when is each appropriate to use?

Vocabulary

Attack
Any method used to return the ball across the net in an attempt to put the opponents at a disadvantage.

Forearm Pass
A pass made off the forearms. Used to play served balls, hard driven spikes, or any low ball.

Overhead Pass
A pass made by contacting the ball above the head with the finger pads.

Set
An overhead pass that places the ball near the net to facilitate attacking.

Grade 6 — 8

Grade Level Outcomes		Suggested Activities
6	• Communicate and call the ball	• Volleyball
7	• Hitting the forearm pass (bump) under control as the first hit of the attack. (S1.M17.7)	
8	• Performing the overhead pass (set) from a playable forearm pass.	

(Volleyball) Spike: Tactic – Winning the point

Essential Questions	• What are the steps for performing the spike with an approach? • What are the benefits of performing a spike in volleyball?

Vocabulary

Spike
A ball hit with a strong downward force into the opponent's court.

Kill
An attack that cannot be returned directly as a result of the attack.

Grade Level Outcomes		Suggested Activities
6	• Not applicable	• Volleyball
7	• Attempt to perform a spike while approaching the net.	
8	• Perform a spike off an approach.	

(Volleyball) Serve: Tactic – Attacking as a team

Essential Questions	• Why is it important to learn and practice the skills of the underhand and overhand serve?

Vocabulary

Serve
The method of putting the ball in play over the net by striking it with the hand.

Ace
A serve that cannot be returned.

Home Position
A place on a court where a player would set themselves into a particular place on the court for either serve receive or service.

Ready Position
The posture a player assumes before moving to contact the ball. (Feet shoulder width apart, sideline foot forward ahead of other, arms and hands up and away from body, eyes up and scanning).

Grade Level Outcomes		Suggested Activities
6	• Able to serve in bounds using an underhand serve.	• Volleyball
7	• Able to serve underhand in bounds for accuracy and placement.	
8	• Attempt the overhead serve.	

(Volleyball) Base Position: Tactic – Defending space on own court

Essential Questions
- What is the ready position? Identify 4 characteristics of the ready position.
- Where is the base position on the court?

Vocabulary

Base Position
A place on a court where a player would set themselves into a particular place on the court for either serve receive or service.

Ready Position
The posture a player assumes before moving to contact the ball. (Feet shoulder width apart, sideline foot forward ahead of other, arms and hands up and away from body, eyes up and scanning).

Grade Level Outcomes		Suggested Activities
6	• Use base position to defend ball in player's area when receiving a serve or a free ball comes over the net in a practice drill.	• Volleyball
7	• Start in base position and be able to reposition in support of teammates in defending area.	
8	• Use base position to defend ball in player's area. Setter opens up and hitters transition off the net in a practice drill.	

(Volleyball) Dig; Block: Tactic – Defending against attack

Essential Questions
- How would you teach someone to dig or block the volleyball?
- When would you use the dig and block during a volleyball game?

Vocabulary

Dig
An emergency pass, usually used to defend a hard-driven attack.

Block
The process of intercepting the ball just before or as it crosses the net. A block can be executed by any front row player.

Grade 6 — 8

Grade Level Outcomes		Suggested Activities
6	• Pursue and save ball off court to make it playable	• Volleyball
7	• Attempt to dig the ball after a down ball (spike) and contain it to your court.	
8	• Attempt to front the hitter and perform a solo block.	

(Volleyball) Defending a free ball/Communication: Tactic – Defending as a Team

Essential Questions	• What is a free ball?
	• How do you defend against a free ball?

Vocabulary

Free Ball
A return of a ball by the opponent that may be easily handled.

Grade Level Outcomes		Suggested Activities
6	• Use base position to defend against a free ball.	• Volleyball
7	• Use base position to defend against a free ball using a forearm pass and setter opens up.	
8	• Communicate while using base position to defend against a free ball using a forearm pass and setter opens up.	

Striking and Fielding Games: Baseball/ Softball

Hitting Grounders, Pop Flies and Line drives: Tactics – Getting on base

Essential Questions	• What are the various types of hits in baseball/softball?

Vocabulary

Ground Ball
A batted ball that hits the ground and rolls before reaching a defensive player.

Fly Ball
A batted ball that goes in the air with an arching trajectory.

Line Drive
A batted ball that is hit sharply and travels on a line.

Grade Level Outcomes	Suggested Activities
6 • Hit grounders to left, center and right. (S1.M20.6)	• Baseball
7 • Hit pop flies to left, center, and right. (S1.M20.7)	• Softball
8 • Hit line drives to left, center and right	

(Striking and Fielding Games: Baseball/ Softball) Hitting to advance the base runner

Essential Questions	• Once a base runner is on base, what strategies are used by the hitter to advance the base runner?

Grade Level Outcomes	Suggested Activities
6 • Hitting to right side/hit behind runner. (S1.M20.6)	• Baseball
7 • Hit between right infielders/behind runner. (S1.M20.7)	• Softball
8 • Hit line drives over center right of infield.	

(Striking and Fielding Games: Baseball/ Softball) Base Running

Essential Questions	• What are the various base running strategies used during game play? Tagging up, rounding first base, running through first base.

Vocabulary

Tagging Up
When a base runner retouches or remains on the starting base until the ball lands in fair territory or is touched by a fielder. A base runner must tag up when a fly ball is caught in flight by a fielder before advancing to the next base.

Grade Level Outcomes	Suggested Activities
6 • Running through first base.	• Baseball
7 • Rounding first base and going to second base.	• Softball
8 • Tagging up	

Grade 6 — 8

Grade 6 — 8

(Striking and Fielding Games: Baseball/ Softball)
Fielding Grounders, Fly balls, and using a cut off: Tactics – Defending space by infield, outfield position

Essential Questions
- When on defense what are the techniques used to field a ground ball, or catch a fly ball?
- How do you use a cut off effectively?

Vocabulary

Cut Off
A throw made from the outfield that is intercepted by an infielder for the purpose of the infielder throwing out a runner.

Grade Level Outcomes		Suggested Activities
6	• Fielding ground and fly balls. (S1.M21.6)	• Baseball
7	• Throwing to a base from outfield.	• Softball
8	• Throwing to a cutoff or relay.	

(Striking and Fielding Games: Baseball/ Softball)
Covering bases; get the lead Runner; Double play: Tactic – Defending Bases

Essential Questions
- What is a force out? Give an example of when it would be used in game play?

Vocabulary

Force Out
An out as a result of a defensive player with the ball tagging a runner or the base to which the base runner must go because the batter became the base runner.

Grade Level Outcomes		Suggested Activities
6	• Covering base on a force out.	• Baseball
7	• Throwing to get the lead runner on a force out or tag out.	• Softball
8	• Double play-Second to first and third to first.	

(Striking and Fielding Games: Baseball/ Softball) Communication

| Essential Questions | • How can your team effectively communicate during game play? Give specific example of strategies of communication. |

Grade Level Outcomes		Suggested Activities
6	• Call the ball.	• Baseball
7	• Signal the number of outs.	• Softball
8	• Tell teammates where the next play will be.	

Target Games: Bowling

Stance Approach; Release and Follow Through

| Essential Questions | • What the difference between a strike and a spare?
• How can would you demonstrate an appropriate stance, release and follow through? |

Vocabulary

Foul
Touching or going beyond the foul line at delivery.

Hook Ball
A ball that breaks to the left for right handers and to the right for left handers.

Strike
When a bowler knocks down all 10 pins on their first throw of a frame.

Turkey
Three strikes in a row.

Strike Out
To get all three available strikes in the tenth frame or, similarly, finish the game from any point with strikes.

Grade Level Outcomes		Suggested Activities
6	• Demonstrates appropriate stance, release and follow through with a mature underhand pattern using an intermediate target. (S1.M18.6)	• Bowling
7	• Consistently executes appropriate stance, release and follow through with a mature underhand pattern using an intermediate target. (S1.M18.7)	
8	• Consistently executes appropriate stance, release, follow through with a mature underhand pattern with accuracy, and control using an intermediate target. (S1.M18.8)	

Grade 6 — 8

(Target Games: Bowling) Picking up Spares

Essential Questions

- What is a spare?
- What strategies would you use to pick up a spare?

Vocabulary

Spare
All pins down with two balls.

Grade Level Outcomes		Suggested Activities
6	• Demonstrates the ability to adjust set up position and approach angle, release and follow through with a mature pattern using an intermediate target.	• Bowling
7	• Consistently executes the ability to adjust set up position and approach angle, release and follow through with a mature pattern using an intermediate target.	
8	• Consistently executes the ability to adjust set up position and approach angle, release and follow through with a mature pattern with accuracy and control using an intermediate target.	

(Target Games: Bowling) Picking up Splits

Essential Questions

- How would you adjust your positioning when trying to pick up a spare when a split is involved?

Vocabulary

Split
A spare leave in which the headpin is down and the remaining combination of pins have an intermediate pin down immediately ahead of them or between them.

Grade Level Outcomes		Suggested Activities
6	• Demonstrates the ability to adjust set up position and approach angle, release and follow through with a mature pattern using an intermediate target.	• Bowling
7	• Consistently executes the ability to adjust set up position and approach angle, release and follow through with a mature pattern using an intermediate target.	
8	• Consistently executes the ability to adjust set up position and approach angle, release and follow through with a mature pattern with accuracy and control using an intermediate target.	

Outdoor Adventure Activities: Orienteering

Essential Questions

- How do you use a compass appropriately?

Vocabulary

Orienteering
The skill or the process of finding your way in the field with map and compass combined.

Orienting the Map
Turning the compass until north on the map corresponds to north in the field.

Bearing
A direction measured in degrees from north with a compass.

Grade Level Outcomes		Suggested Activities
6	• Demonstrate using a compass to orient a map.	• Treasure Hunt
7	• Take a bearing and travel with compass.	• Obstacle Challenges
8	• Take a bearing and travel with compass and map.	• Create Maps Challenge
		• Scavenger Hunt

Outdoor Adventure Activities: Snow Shoeing/Cross Country Skiing

Essential Questions

- Identify place around central NY that you could go participate in these lifetime sports.

Vocabulary

Binding
The harness that attaches your foot to the snowshoe.

Crampon
Toothed traction devices on the underside of the snowshoe.

Step Kicking
Method of ascending a steep snow slope by kicking toes into the snow, creating steps.

Grade Level Outcomes		Suggested Activities
6	• Demonstrates how to get up from a fall. Demonstrates how use poles and walk. Demonstrates how to kick turn.	• Snow Shoeing
7	• Demonstrates how to climb a hillside. Demonstrates how to descend a hillside.	• Cross Country Skiing
8	• Demonstrates how to traverse a hillside. Demonstrates how to step over objects in the snow.	

Grade 6 — 8

Fitness Activities: Yoga

Essential Questions

- What are various types of yoga?
- What breathing techniques are used during yoga?
- Identify places in Syracuse you can take a yoga class.

Vocabulary

Hatha Yoga
The yoga of health and physical discipline.

Ujjayi Breathing
A controlled form of nose-only breathing used to help focus the mind and pace the movements during yoga practice.

Savasana
A specific yoga pose also known as corpse pose.

Grade Level Outcomes

		Suggested Activities
6	• Students will perform correct breathing techniques while performing teacher led yoga sequence.	• Yoga
7	• Students will perform correct breathing techniques while performing a yoga sequence with smooth transitions.	
8	• Students will create and perform a yoga sequence with proper breathing techniques and smooth transitions.	

Fitness Activities: Weight Training

Essential Questions

- What changes with your body when you become physical active?
- What word does each letter in the F.I.T.T. Principal represent and give an example of each word?
- What is the difference between aerobic and anaerobic exercise? And give examples of each.
- Can you give at least 1 example of how to improve the Health Related Fitness Component of muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance/
- Can you give at least 1 example of how to improve the Skill Related Fitness Components of agility, speed, balance, coordination, power, and reaction time?

Vocabulary

Overload Principle
Progressively increasing the intensity of the workouts over the course of the training program.

Repetition (Reps)
Repetition or the continuation of identical motions.

Set
The completion of a predetermined number of repetitions.

Specificity
The development of a training program aimed at increasing an individual's ability to succeed in a particular skill.

Spotter
An individual responsible for the safety of the lifter when lifting free weights.

Latissimus Dorsi
The latissimus dorsi muscles are on the back.

Pectoralis Major
Muscles of the chest.

Biceps
Muscles on the front of the upper arms.

Triceps
Muscles on the back of the upper arms.

Quadriceps
The four quadriceps muscles of the front of the thigh.

Hamstrings
The muscles on the back of the thigh.

Gastrocnemius
The muscles of the back of the calf.

Grade Level Outcomes

6
- Students will perform the proper grip, body position and breathing for a variety of lifts using either free weights or machines.

7
- Students will describe the FITT principle for muscular strength and muscular endurance.

8
- Students will describe overload and progression as it applies to weight training. Students will create a weight-training program to enhance their muscular strength and endurance.

Suggested Activities

- Weight Room
- Fitness Stations

Fitness Activities: Swimming

Essential Questions

- What are the safe water entry techniques?
- What are the components of each swim stroke (front and back crawl)?
- How do students apply the F.I.T.T. Principal to swimming?

Vocabulary

Front Crawl
Fastest swimming stroke on stomach. The arms alternate on the pull and come all the way out of the water and the legs alternate kicking with a flutter kick.

Back Stroke
Fastest swimming stroke on back. Arms alternate their pull and the legs alternate kicking with a flutter kick.

Flutter Kick
Swimming kick used in front crawl and backstroke in which legs are extended straight back and alternately moved up and down with a slight bend in the knee on the upward movement.

Grade Level Outcomes

6	• Demonstrates the front crawl using rhythmic breathing.
7	• Demonstrate the elementary backstroke and back stroke.
8	• Improve skills for endurance. Demonstrate and describe how to use skills for rescue and assistance.

Suggested Activities

- Swimming

Individual Performance: Track and Field

Essential Questions

- What is the difference between Aerobic and Anaerobic Exercise?
- What is interval training?

Vocabulary

Aerobic Running
Running done at low-intensity speeds so that oxygen intake and oxygen output are the same; therefore, this type of running can be sustained for a long period.

Anaerobic Running
Running done at great intensity speeds so that oxygen intake is less than oxygen output; therefore, this type of running can be sustained only for a short period of time.

Interval Training
A type of running training that contains four variables: the number of repetitions, distance, tempo of run and rest interval.

Baton
The stick that is passed from one relay runner to another.

Blind Pass
A nonvisual baton exchange used in sprint relays.

Visual Pass
The pass used in the distance relays in which the outgoing runner visually watches the incoming runner during the baton exchange.

Grade Level Outcomes

6	• Sprinting, Long jump, Relays
7	• Middle and long distance running • High Jump
8	• Hurdling, Shot Put

Suggested Activities

- Fitness Stations
- Weight Room
- Track and Field

Benchmark Assessments (Skilled Play)

Administer in Eighth Grade

A. Demonstrate critical elements of specialized manipulative skills in a variety of settings.

B. Apply tactical concepts and performance principals in physical activities.

Benchmark A/B Assessments- Assessments are provided in the assessment section of this document.

Grade 8 Skilled Play Benchmark Scoresheet

Name: _____   Grade: _____   Date: _____

Skill	Score	Proficiency
Dance	_____/16	
Team Passing Games	_____/16	
Net Games	_____/16	
Softball Games	_____/16	
Outdoor Pursuits	_____/16	
Fitness	_____/12	
Individual Performance	_____/16	

Emerging (3-6)   **Competent (7-9)**   **Proficient (10-16)**

Grade 6 — 8

6-8 Dance Assessment

Level 4	Level 3	Level 2	Level 1
• The student consistently performs the dance using correct technique, moves rhythmically and follows music and smooth transitions with a partner and within groups.	• The student frequently performs the dance using correct technique, moves rhythmically and follows music and smooth transitions with a partner and within groups.	• The student inconsistently performs the dance using correct technique, moves rhythmically and follows music and smooth transitions with a partner and within groups.	• The student rarely performs the dance using correct technique, moves rhythmically and follows music and smooth transitions with a partner and within groups.
• The student consistently is able to execute a dance sequence without hesitation or reliance on cues from others.	• The student frequently is able to execute a dance sequence without hesitation or reliance on cues from others.	• The student is inconsistently able to execute a dance sequence without hesitation or reliance on cues from others.	• The student rarely is able to execute a dance sequence without hesitation or reliance on cues from others.
• The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.	• The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.	• The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.	• The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.
• The student consistently demonstrates knowledge of specific terminology, how dance contributes to health related fitness, safety protocols and etiquette specific to the activity.	• The student frequently demonstrates knowledge of specific terminology, how dance contributes to health related fitness, safety protocols and etiquette specific to the activity.	• The student inconsistently demonstrates knowledge of specific terminology, how dance contributes to health related fitness, safety protocols and etiquette specific to the activity.	• The student rarely demonstrates knowledge of specific terminology, how dance contributes to health related fitness, safety protocols and etiquette specific to the activity.

Syracuse City School District

6-8 Team Passing Games General Rubric

This rubric could be used with the following activities that are part of the 6-8 skilled play curriculum: Basketball, Soccer, Ultimate Frisbee, Lacrosse, Floor Hockey, and Football.

Level 4	Level 3	Level 2	Level 1
• Student has mastered fundamental on the ball skills in drills and modified game play. Student performs skills correctly, with no noticeable errors in technique.	• Student has almost mastered fundamental on the ball skills in drills and modified game play. Student generally performs skills correctly, with few errors in technique.	• Student has some difficulty performing the fundamental on the ball skills in drills and modified game play. Student exhibits some errors in technique.	• Student has significant difficulty in performing the fundamental on the ball skills in drills and modified game play. Student exhibits several errors in technique.
• Student has mastered fundamental off the ball skills in drills and modified game play. Student performs skills correctly, with no noticeable errors in technique.	• Student has almost mastered fundamental off the ball skills in drills and modified game play. Student generally performs skills correctly, with few errors in technique.	• Student has some difficulty performing the fundamental off the ball skills in drills and modified game play. Student exhibits some errors in technique.	• Student has significant difficulty in performing the fundamental off the ball skills in drills and modified game play. Student exhibits several errors in technique.
• Student is able to consistently use offensive and defensive strategies to enhance performance during modified game play.	• Student is able to frequently use offensive and defensive strategies to enhance performance during modified game play.	• Student inconsistently uses offensive and defensive strategies to enhance performance during modified game play.	• Student rarely uses offensive and defensive strategies to enhance performance during modified game play. The student rarely demonstrates and applies the correct performance of the specific movement skill for the activity.
• The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.	• The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.	• The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants. The student inconsistently demonstrates knowledge of specific terminology, how team passing games contribute to health related fitness, safety protocols and etiquette specific to the activity.	• The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.
• The student consistently demonstrates knowledge of specific terminology, how team passing games contribute to health related fitness, safety protocols and etiquette specific to the activity.	• The student frequently demonstrates knowledge of specific terminology, how team passing games contribute to health related fitness, safety protocols and etiquette specific to the activity.		• The student rarely demonstrates knowledge of specific terminology, how team passing games contribute to health related fitness, safety protocols and etiquette specific to the activity.

6-8 Net Wall Games General Rubric

This rubric could be used with the following activities that are a part of the 6-8 skilled play curriculum: Badminton, Pickle Ball, and Volleyball.

Level 4	Level 3	Level 2	Level 1
• Student has mastered fundamental skills in drills and modified game play. Student performs skills correctly, with no noticeable errors in technique. • Student is able to consistently use offensive and defensive strategies to enhance performance during modified game play. • The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants. • The student consistently demonstrates knowledge of specific terminology, how net wall games contribute to health related fitness, safety protocols and etiquette specific to the activity.	• Student has almost mastered fundamental skills in drills and modified game play. Student generally performs skills correctly, with few errors in technique. • Student is able to frequently use offensive and defensive strategies to enhance performance during modified game play. • The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants. • The student frequently demonstrates knowledge of specific terminology, how net wall games contribute to health related fitness, safety protocols and etiquette specific to the activity.	• Student has some difficulty performing the fundamental skills in drills and modified game play. Student exhibits some errors in technique. • Student inconsistently uses offensive and defensive strategies to enhance performance during modified game play. • The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants. • The student inconsistently demonstrates knowledge of specific terminology, how net wall games contribute to health related fitness, safety protocols and etiquette specific to the activity.	• Student has significant difficulty in performing the fundamental skills in drills and modified game play. Student exhibits several errors in technique. • Student rarely uses offensive and defensive strategies to enhance performance during modified game play. The student rarely demonstrates and applies the correct performance of the specific movement skill for the activity. • The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants. • The student rarely demonstrates knowledge of specific terminology, how net wall games contribute to health related fitness, safety protocols and etiquette specific to the activity.

6-8 Softball Rubric

This rubric could be used with the following activities that are a part of the 6-8 skilled play curriculum: Baseball, Softball, Tee-Ball, and Whiffle Ball.

Level 4	Level 3	Level 2	Level 1
• Student has mastered fundamental skills in softball in drills and modified game play. Student performs skills correctly, with no noticeable errors in technique.	• Student has almost mastered fundamental skills in softball in drills and modified game play. Student generally performs skills correctly, with few errors in technique.	• Student has some difficulty performing the fundamental skills in softball in drills and modified game play. Student exhibits some errors in technique.	• Student has significant difficulty in performing the fundamental skills in softball in drills and modified game play. Student exhibits several errors in technique.
• Student is able to consistently use offensive and defensive strategies to enhance performance during modified game play.	• Student is able to frequently use offensive and defensive strategies to enhance performance during modified game play.	• Student inconsistently uses offensive and defensive strategies to enhance performance during modified game play.	• Student rarely uses offensive and defensive strategies to enhance performance during modified game play.
• The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.	• The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.	• The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.	• The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.
• The student consistently demonstrates knowledge of specific terminology, how softball contributes to health related fitness, safety protocols and etiquette specific to the activity.	• The student frequently demonstrates knowledge of specific terminology, how softball contributes to health related fitness, safety protocols and etiquette specific to the activity	• The student inconsistently demonstrates knowledge of specific terminology, how softball contributes to health related fitness, safety protocols and etiquette specific to the activity.	• The student rarely demonstrates knowledge of specific terminology, how softball contributes to health related fitness, safety protocols and etiquette specific to the activity.

Grade 6 — 8

6-8 Outdoor Pursuits Rubric

This rubric could be used with the following activities that are part of the 6-8 skilled play curriculum: Orienteering, and Snow Shoeing.

Level 4	Level 3	Level 2	Level 1
• Student has mastered fundamental skills in activity and can apply these skills appropriately.	• Student has almost mastered fundamental skills in activity and can often apply skills appropriately. Student generally performs skills correctly, with few errors in technique.	• Student has some difficulty performing the skills in the activity and inconsistently applies skills appropriately. Student exhibits some errors in technique.	• Student has significant difficulty in performing the skills in the activity and rarely applies skills appropriately. Student exhibits several errors in technique.
• Student performs skills correctly, with no noticeable errors in technique.	• Student frequently demonstrates an understanding of strategies and techniques and can often apply them with confidence.	• Student inconsistently demonstrates an understanding of strategies and techniques and can sometimes apply them with confidence.	• Student rarely demonstrates an understanding of strategies and techniques and can seldom applies them with confidence.
• Student consistently demonstrates an understanding of strategies and techniques and can apply them with confidence.	• The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.	• The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.	• The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.
• The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.	• The student frequently demonstrates knowledge of specific terminology, how softball contributes to health related fitness, safety protocols and etiquette specific to the activity.	• The student inconsistently demonstrates knowledge of specific terminology, how softball contributes to health related fitness, safety protocols and etiquette specific to the activity.	• The student rarely demonstrates knowledge of specific terminology, how softball contributes to health related fitness, safety protocols and etiquette specific to the activity.
• The student consistently demonstrates knowledge of specific terminology, how outdoor pursuit activities contribute to health related fitness, safety protocols and etiquette specific to the activity.			

6-8 Fitness Rubric

This rubric could be used with the following activities that are part of the 6-8 play curriculum: Yoga and Weight Training.

Level 4	Level 3	Level 2	Level 1
• Student has mastered the fundamental skills of the activity. Student performs skills correctly, with no noticeable errors in technique. • The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants. • The student consistently demonstrates knowledge of specific terminology, how fitness activities contribute to health related fitness, safety protocols and etiquette specific to the activity.	• Student has almost mastered the fundamental skills of the activity. Student generally performs skills correctly, with few errors in technique. • The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants. • The student frequently demonstrates knowledge of specific terminology, how fitness activities contribute to health related fitness, safety protocols and etiquette specific to the activity.	• Student has some difficulty performing the fundamental skills of the activity. Student exhibits some errors in technique. • The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants. • The student inconsistently demonstrates knowledge of specific terminology, how fitness activities contribute to health related fitness, safety protocols and etiquette specific to the activity.	• Student has significant difficulty in performing the fundamental skills of the activity. Student exhibits several errors in technique. • The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants. • The student rarely demonstrates knowledge of specific terminology, how fitness activities contribute to health related fitness, safety protocols and etiquette specific to the activity.

Grade 6 —8

Life Skill Development

Grade 6 — 8

New York State Learning Standards:

2c: Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all.

3a: Students will be aware of and able to access opportunities to them within their community to engage in physical activity.

3b: Students will be informed consumers and able to evaluate facilities and programs.

3c: Students will be aware of career options in the field of physical fitness and sport.

Benchmark

A: Describe safety considerations to be active in a variety of settings.

B: Plan a physical activity outing that takes into consideration facilities in your community, barriers to using that facility and safety consideration.

Safety

Essential Questions 1

- What safety principles are important when using physical activity and fitness equipment?

Grade Level Outcomes

6	• Uses physical activity and fitness equipment appropriately and safely, with teacher prompting and guidance. (S4.M7.6) Able to identify a few specific safety concerns associated with the equipment.
7	• Independently uses physical activity and exercise equipment safely. (S4.M7.7) Able to identify many specific safety concerns associated with the equipment
8	• Independently uses physical activity and exercise equipment safely. Able to identify several specific safety concerns associated with the equipment.(S4.M7.8)

Essential Questions 2

- What are the body's physical responses when exercising in the heat, cold and humidity?

Vocabulary

Frostbite
A condition that results when the body tissues become frozen.

Heat Exhaustion
A condition caused by excessive exposure to heat and characterized by cold, clammy skin and symptoms of shock.

Heat Stroke
A condition caused by excessive exposure to heat and resulting in a high body temperature and dry skin.

Humidity
The amount of water vapor present in the air.

Wind Chill Factor
A combination of wind and temperature; a high wind chill factor puts a person at high risk for hypothermia and frostbite.

Hyperthermia
A condition often related to cold weather in which the body temperature becomes abnormally low.

Grade Level Outcomes

6	• Able to identify the body's response to exercise in the cold, heat and humidity. Able to identify how to dress for activity in the cold, heat and humidity.
7	• Able to recognize and identify the dangers associated with physical activity in the cold, heat and humidity, including hyperthermia, frost bite, heat exhaustion and heat stroke.
8	• Able to identify the steps one should take to avoid hyperthermia, frostbite, heat exhaustion and/or heat stroke while being physically active.

Essential Questions 3

• How does physical activity help prevent hypokinetic diseases?

Vocabulary

Hypokinetic Diseases
Health problems or illnesses that are caused partly by the lack of regular physical activity.

Grade Level Outcomes

6	• Define hypokinetic diseases.
7	• Identify specific hypokinetic diseases.
8	• Describe how physical activity helps prevent hypokinetic diseases.

Essential Questions 4

• How does overexertion impact physical activity?

Vocabulary

Overexertion
Overexertion or excessive exertion is when an individual performs physical activity to the extent that discomfort or injuries result.

Grade Level Outcomes

6	• Identify the signs of overexertion.
7	• Explain how an individual avoids overexertion.
8	• Describe what an individual can do if they experience overexertion.

Syracuse City School District

Grade 6 — 8

Essential Questions 4

- How does an individual hydrate when being physically active?

Vocabulary	
Hydrate *To drink liquids.*	**Rehydrate** *To drink liquids to replace those lost during physical activity.*

Grade Level Outcomes

6	• Describe proper hydration. List best drinks for hydration.
7	• Explain why hydration is important.
8	• Describe how an individual should hydrate before, during and after physical activity?

Community Resource

Essential Questions

- What activities can an individual do with their family to be active in their community?

Vocabulary	
Supports *Something or someone that helps an individual to be physically active.*	**Barriers** *An obstacle that gets in the way of being physically active.*

Grade Level Outcomes

6	• Identify programs and facilities where an individual can be active with their family in the community.
7	• Identify supports or positive things related to programs and facilities in an individual's neighborhood that can impact physical activity participation with their family.
8	• Identify barriers or negative things related to programs and facilities in an individual's neighborhood that can impact physical activity participation with their family. Identify how they would address these barriers to improve their physical activity participation for them and their family.

Informed Consumer

Essential Questions 1

- What should an individual know about purchasing physical activity and fitness materials and equipment to be active?

Grade Level Outcomes	
6	• Identify places in the community to purchase equipment for physical activity and fitness.
7	• Describe guidelines for purchasing fitness equipment that an individual will use at home.
8	• Describe guidelines for choosing an exercise video to be used at home (i.e. internet or commercial video)

Essential Questions 2

- What is the role of supplements in physical activity?

Vocabulary
Supplements
Defined by the Food and Drug Administration as a product taken by mouth that contains a "dietary ingredient" intended to supplement the diet.

Grade Level Outcomes	
6	• Identify the role supplements play in physical activity.
7	• Identify the side effects of supplements.
8	• Identify the guidelines for considering supplements.

Physical Activity Careers

Essential Questions

- What careers are available in physical activity?

Grade Level Outcomes	
6	• Identify careers that are available in physical activity.
7	• Identify what makes certain careers in physical activity attractive.
8	• Identify what courses an individual should take in high school to help prepare them to study in college to pursue a career in physical activity.

Grade 6 — 8

Benchmark Assessment (Life Skill Development)

A. Describe safety considerations to be active in a variety of settings.

B. Plan a physical activity outing that takes into consideration facilities in your community, barriers to using that facility and safety considerations.

For this assessment students will use a bulleted list, short essay, or small journal entry to demonstrate their understanding of how to use local community resources safely and appropriately.

"Plan a multiple hour physical activity outing for yourself and at least one other person. In this scenario, you are the expert and will be responsible for planning all the components of a successful experience. In your response, be sure to clearly identify the activity, the season in which the activity will be done, and a basic description of the individual(s) who will join you. Please include a description of how you will access the community resource and list any barriers that may prevent you from using it. In addition, identify any equipment needs that you may have as well as safety considerations including clothing needs, hydration, and safety hazards that might be encountered while doing the activity.

	2 Points	**1 Point**	**0 Points**
Choose appropriate activity	Activity meets the requirements and is appropriate for all individuals taking part	Activity either does not meet requirements OR is inappropriate for someone in the group	Activity does not meet the requirements AND is inappropriate for someone in the group
Plans for access of resource and identifies barriers	Clearly explains how the resource will be accessed and lists barriers typically associated with resource (i.e.; hours of operation, cost, weather)	Explains how resource will be accessed OR identifies possible barriers	Does not explain how the resource will be accessed and does not identify any barriers that would prevent or limit access of resource
Addresses equipment needs	Identifies all essential equipment that will be needed for successful participation	Identifies equipment needs but excludes an essential item	Does not address equipment needs
Addresses safety regarding weather/ temperature	Identifies the season of activity and describes appropriate clothing	Addresses season of activity and clothing but excludes essential information	Does not address safety regarding appropriate clothing for the weather / temperature
Addresses safety regarding proper hydration	Provides some indication that hydration either before or after activity will be important and specifies that some type of appropriate fluid will be brought for use during activity for the purpose of hydration	Includes an appropriate fluid for hydration as a general part of needs / safety considerations	Does not address the topic of hydration
Addresses safety hazards associated with the selected activity.	Identifies common safety hazards specific to the selected activity with some indication of how to limit risk through planning and preparation	Identifies general safety hazards common to physical activity but does not go into specific detail	Does not address potential safety hazards.

Health Related Fitness

New York State Learning Standards:
1b: Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance and body composition.

National Learning Standards:
3: The physically literate individual demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Benchmark

A: Describe the FITT formula for one aspect of health related fitness (HRF).

B: Set a goal based on the results of a health HRF assessment. Identify activity to address area of weakness.

Physical Activity Knowledge

Essential Questions

• How does physical activity impact my overall health?

Vocabulary

Barrier
An obstacle that gets in the way of accessing health-related fitness.

Physical Fitness
A general state of health and well-being and, more specifically, the ability to perform aspects of sports or occupations.

Physical Health
An essential part of overall health including everything from physical fitness to overall well-being.

Mental Health
A person's condition with regard to their psychological and emotional well-being.

Grade Level Outcomes

6	• Describes how being physically active leads to a healthy body.(S3.M1.6)
7	• Identifies barriers related to maintaining a physically active lifestyle and finds solutions for eliminating those barriers. (S3.M1.7)
8	• Explains the connections between fitness and overall physical and mental health.(S3.M1.8)

Fitness Knowledge

Essential Questions

- How does fitness improve my health and overall performance?

Vocabulary

Skill-related Fitness
Six components: agility, balance, coordination, power, reaction time and speed.

Aerobic
Relating to exercise that is intended to improve the efficiency of the body's cardiovascular system in absorbing and transporting oxygen.

Anaerobic
Relating to exercise that does not improve the efficiency of the body's cardiovascular system in absorbing and transporting oxygen.

FITT
Set of guidelines that help an individual design a workout routine to fit their goals and fitness level. (Frequency, Intensity, Time, Type).

Frequency
How often you perform the exercise/activity.

Intensity
How hard you perform the exercise.

Time
How long you perform the exercise.

Type
The kind (type) of exercise you are doing

Warm-up
A period or act of preparation for a game, performance, or exercise session, involving gentle exercise or practice.

Cool-down
The act of allowing your body to return to a normal state gradually after strenuous exercise by engaging in less strenuous exercise.

Rate of Perceived Exertion (RPE)
How hard you feel like your body is working; a way of measuring your intensity level.

Contract
The shortening or tensing of a muscle.

Static Stretching
Stretching a muscle (or group of muscles) to its furthest point and then maintaining or holding that position.

Grade Level Outcomes

6   • Describes how being physically active leads to a healthy body.(S3.M1.6)

7   • Identifies barriers related to maintaining a physically active lifestyle and finds solutions for eliminating those barriers. (S3.M1.7)

8   • Explains the connections between fitness and overall physical and mental health.(S3.M1.8)

Assessment & Program Planning

Essential Questions 1

- How do I design and evaluate a program to improve my health and fitness?

Vocabulary

Goal
A target or desired result; effective goals are specific, measurable, attainable, realistic, time-bound

Grade Level Outcomes

6   • Define a SMART goal.

7   • Sets a goal for one component of health related fitness. Log activity for one week and evaluate.

8   • Set a goal based on the results of a health related fitness assessment. Identify activity to address area of weakness.

Essential Questions 2

• How do food and physical activity work together to keep me healthy?

Vocabulary

Fruits
Any fruit or 100% fruit juice, can be fresh, canned, frozen or dried

Proteins
All foods made from meat, poultry, seafood, beans and peas, eggs, soy products, nuts, and seeds.

Grains
Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain.

Vegetables
Any vegetable or 100% vegetable juice, can be raw or cooked; fresh, canned, frozen or dried/ dehydrated.

Dairy
All fluid milk products and many foods made from milk are part of this food group.

Health Risk Factor
Any attribute, characteristic or exposure of an individual that increases the likelihood of developing a disease or injury.

Grade Level Outcomes

6   • Identifies foods within each of the basic food groups and can identify appropriate servings for age and physical activity level. (S3.M17.6)

7   • Describes strategies for balancing healthy food, snack and water intake, along with daily physical activity. (S3.M17.7)

8   • Describes the relationship between poor nutrition and health risk factors.(S3.M17.8)

Grade 6 — 8

Benchmark Assessment (Health Related Fitness)

Given in the Eighth Grade

A. Describe the FITT formula for one aspect of health related fitness (HRF).

B. Set a goal based on the results of a health HRF assessment. Identify activity to address area of weakness.

Benchmark A Assessment- Written assessment that requires student to describe the FITT formula for one aspect of HRF included in assessment section of this document.

Benchmark B Assessment- Written assessment that requires student to set a goal based on results of HRF assessment and identify activity to address an area of weakness is included in the assessment section of this document.

8th Grade Benchmark A/B Health Related Fitness Assessment

(Adapted from NY PE Profile, 2007)

Part A

1. Choose one component of health-related fitness (except for body composition) and identify it below. (1 point)

_____

2. Describe how you would use the FITT formula to improve that specific aspect of health-related fitness. In your description, make sure to include the following:

- What the acronym, FITT, stands for (4 points)
- How you would apply the formula to that component of physical fitness (2 points)
- Specific activities you might participate in to improve the component of fitness (1 point)

_____

_____

_____

_____

_____

_____

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Part B

1. List your fitness test scores in the chart below. (2 points)

Health–Related Fitness Component & Test	Score	Healthy Fitness Zone (Yes or No)
Cardiorespiratory Endurance Test Completed:		
Flexibility Test Completed:		
Muscular Strength Test Completed:		
Muscular Endurance Test Completed:		
Other: Test Completed:		

2. Based on your fitness scores, identify one area of health-related fitness where you should set a goal to improve or maintain your overall fitness level. Explain why you chose the component you did using details from your results. (2 points)

_____

_____

_____

_____

3. Create a short-term SMART goal for your identified area of health-related fitness.

_____

_____

_____

_____

Score: _____/15

Emerging (0-5)   **Competent (6-10)**   **Proficient (11-15)**

Individual Enjoyment

New York State Learning Standards:
2b: Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

National Learning Standards:
5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmark

A: Identifies positive feelings that result from physical activity.

B: Selects physical activities that provide opportunities for social interaction and personal growth.

Enjoyment

Essential Questions 1

• Why is participating in physical activity enjoyable?

Grade Level Outcomes	
6	• Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)
7	• Identify why self-selected physical activities create enjoyment. (S5.M4.7)
8	• Discusses with a peer how enjoyment could be increased in self-selected physical activities. (S5.M4.8)

Essential Questions 2

• Why is participation and positive social interactions important to the enjoyment of physical activity?

Vocabulary

Social Interaction
Participating, cooperating, and communicating with others in a positive way. Enjoying physical activity alone and/or with others.

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Grade Level Outcomes

6	• Describes enjoyment when participating in activities with classmates in a variety of activities.
7	• Describes enjoyment in activities with others outside of school (family and/or friends).
8	• Identifies outside opportunities for participation in physical activity.

Physical activity promotes positive social interactions

Essential Questions	• Why is participating in physical activity enjoyable?

Grade Level Outcomes

6	• Demonstrate the value of social interactions by showing respect for others and supporting others in physical activity. (S5.M6.6)
7	• Demonstrate the value of social interactions by participating with individuals with differing abilities and from different backgrounds.
8	• Demonstrate the value of social interactions by encouraging and supporting individuals with differing abilities and from different backgrounds in physical activity.

Describe positive feelings as a result of physical activity

Essential Questions	• Why is participation and positive social interactions important to the enjoyment of physical activity?

Vocabulary

Self- Expression
The expression of one's feelings, thoughts, or ideas, especially in writing, art, music, movement or dance.

Grade Level Outcomes

6	• Describes how physical activity can be a means of self-expression and challenge. (S5.M5.6)
7	• Explains the relationship between competence and lifelong enjoyment of activity.
8	• Analyzes and reflects on their reasons enjoying or not enjoying different types of activities.

Physical activity promotes positive social interactions

Essential Questions

- Why is it important to always give your personal best when participating in physical activity?

Vocabulary

Attainment
A personal acquirement; achievement.

Grade Level Outcomes

6	• Describes the importance of putting forth good effort in physical activities.
7	• Identifies the role effort plays in successful and pleasurable activities.
8	• Describes how individual improvement helps others around them be more successful.

Describe positive feelings as a result of physical activity

Essential Questions

- How does an individual feel when they master an activity or skill that they had previously failed?

Vocabulary

Mastery
Comprehensive or proficient knowledge or skill in a subject or accomplishment

Grade Level Outcomes

6	• Attempts to improve skills through effort and practice.
7	• Develops a practice plan for improvement of a particular skill.
8	• Self-assesses skill performance and adjusts practice as needed to gain improved performance.

Benchmark Assessments (Individual Enjoyment)

Given in the Eighth Grade

A. Identifies positive feelings that result from physical activity.

B. Selects physical activities that provide opportunities for social interaction and personal growth.

Benchmark A/B Assessment- Eighth Grade Individual Enjoyment Checklist- Assessment is included in the assessment section of this document.

Individual Enjoyment

Given in 8th Grade

Name: Grade: Score:

Category	Level 1	Level 2	Level 3	Level 4	My Level
Physical Participation	• Rarely selects and participates in activities that promote social interaction, personal growth and active participation • Rarely promotes and organizes physical activities outside the classroom program • Rarely participates positively as an individual and in a group setting	• Inconsistently selects and participates in activities that promote social interaction, personal growth and active participation • Inconsistently promotes and organizes physical activities outside the classroom program • Inconsistently participates positively as an individual and in a group setting	• Frequently selects and participates in activities that promote social interaction, personal growth and active participation • Frequently promotes and organizes physical activities outside the classroom program • Frequently participates positively as an individual and in a group setting	• Consistently selects and participates in activities that promote social interaction, personal growth and active participation • Consistently promotes and organizes physical activities outside the classroom program • Consistently participates positively as an individual and in a group setting	
Initiative	• Rarely tries new activities and encourages others to do the same • Rarely is a self-starter and provides opportunities for others to participate	• Inconsistently tries new activities and encourages others to do the same • Inconsistently is a self-starter and provides opportunities for others to participate	• Frequently tries new activities and encourages others to do the same • Frequently is a self-starter and provides opportunities for others to participate	• Consistently tries new activities and encourages others to do the same • Consistently is a self-starter and provides opportunities for others to participate	
Effort	• Rarely strives for personal best	• Inconsistently strives for personal best	• Frequently strives for personal best	• Consistently strives for personal best	
Enjoyment	• Rarely demonstrates enjoyment from participation in physical activities • Rarely expresses positive feelings about engaging in physical activity	• Inconsistently demonstrates enjoyment from participation in physical activities • Inconsistently expresses positive feelings about engaging in physical activity	• Frequently demonstrates enjoyment from participation in physical activities • Frequently expresses positive feelings about engaging in physical activity	• Consistently demonstrates enjoyment from participation in physical activities • Consistently expresses positive feelings about engaging in physical activity	

Grade 6 — 8

Category	Level 1	Level 2	Level 3	Level 4	My Level
Challenge	• Rarely accepts the feelings resulting from challenges, successes and failures in physical activity and encourages others to do so • Rarely is open to new challenges or trying new activities	• Inconsistently accepts the feelings resulting from challenges, successes and failures in physical activity and encourages others to do so • Inconsistently is open to new challenges or trying new activities	• Frequently accepts the feelings resulting from challenges, successes and failures in physical activity and encourages others to do so • Frequently is open to new challenges or trying new activities	• Consistently accepts the feelings resulting from challenges, successes and failures in physical activity and encourages others to do so • Consistently is open to new challenges or trying new activities	
Positive feelings about physical activity	• Rarely expresses positive feelings about physical activity	• Inconsistently expresses positive feelings about physical activity	• Frequently expresses positive feelings about physical activity	• Consistently expresses positive feelings about physical activity	
Respect and support for other	• Rarely initiates changes in partners or groups to resolve conflict or address an imbalance • Rarely encourages the inclusion of others of different ability, culture and gender • Rarely encourages others with positive comments	• Inconsistently initiates changes in partners or groups to resolve conflict or address an imbalance • Inconsistently encourages the inclusion of others of different ability, culture and gender • Inconsistently encourages others with positive comments	• Frequently initiates changes in partners or groups to resolve conflict or address an imbalance • Frequently encourages the inclusion of others of different ability, culture and gender • Frequently encourages others with positive comments	• Consistently initiates changes in partners or groups to resolve conflict or address an imbalance • Consistently encourages the inclusion of others of different ability, culture and gender • Consistently encourages others with positive comments	

Grade 6 — 8

Score: _____ /28

Emerging (7-13)   **Competent (14-21)**   **Proficient (22-28)**

Character

New York State Learning Standards:
2a: Students will demonstrate responsible personal and social behavior while engaged in physical activity.

National Learning Standards:
4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Benchmark

A: Demonstrates a respect for diversity and individual differences in physical activity setting.

B: Consistently demonstrates responsible behavior.

C: Responds appropriately to winning or losing in competitive settings.

Honesty

Essential Questions

- Why should people be honest when dealing with others?

Vocabulary

Honesty
The quality of being fair and truthful.

Grade Level Outcomes		Assessments
6	• Identifies the rules and etiquette for physical activities, games and dance activities. (S4.M6.6)	• Peer Assessment • Self Assessment • Rubric • Check for Understanding • Progress Monitoring Sheets • PE Profile
7	• Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities, games, or following parameters to create or modify a dance. (S4.M6.7)	
8	• Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M8.8)	

Appropriate attitudes about winning and losing

Essential Questions

- Why is it important to be a gracious winner and/or loser?

Vocabulary

Sporting Behavior
Fair play, respect for opponents, and polite behavior by someone who is competing in a sport or other competition.

Fair Play
Playing by established rules.

Grade Level Outcomes	Assessments
6 • Demonstrates appropriate sporting behavior when participating in physical activities, games, and dance activities regardless of the outcome.	• Peer Assessment
7 • Demonstrates sporting behavior by accepting the result of competition regardless of the outcome.	• Self Assessment • Rubric • Check for Understanding
8 • Demonstrates appropriate sporting behavior by accepting results of officiating decisions regardless of the outcome.	• Progress Monitoring Sheets • PE Profile

Compassion

Essential Questions

- How does an individual show that they care about others?

Vocabulary

Sympathy
The feeling that you care about and are sorry about someone else's trouble, grief, misfortune etc.

Empathy
The feeling that you understand and share another person's experiences and emotions; the ability to share someone else's feelings.

Compassion
A feeling of deep sympathy and sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering.

Grade Level Outcomes	Assessments
6 • Demonstrates self-responsibility by implementing specific feedback to improve performance. (S4.M3.6)	• Peer Assessment
7 • Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate communication skills. (S4.M3.7)	• Self Assessment • Rubric • Check for Understanding
8 • Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)	• Progress Monitoring Sheets • PE Profile

Teamwork

Essential Questions

• Why should an individual work with others and be open to their ideas?

Characteristics of Teamwork

Committed to common goal	Encourage new ideas from one another	Selflessness *Putting the needs of the team ahead of self-interests*	Trust *The belief that someone else is reliable, good, honest, effective, etc*
Effective communication			

Grade Level Outcomes	Assessments
6 • Cooperates with a small group of classmates during adventure activities, game play, or team-building activities. (S4.M5.6)	• Peer Assessment • Self Assessment • Rubric • Check for Understanding • Progress Monitoring Sheets • PE Profile
7 • Problem solves with a small group of classmates during adventure activities, small-group initiatives, or game play. (S4.M5.7)	
8 • Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game play. (S4.M5.8)	

Leadership

Essential Questions

• What should an individual do to be a good leader?

Characteristics of Teamwork

Supportive	Respectful	Effective Communication
Dependable	Trustworthy	

Grade Level Outcomes	**Assessments**
6 • Exhibits supportive, dependable and respectful behavior of classmates' and/or teammates' ideas in problem-solving activities, small-group initiatives, or game play.	• Peer Assessment • Self Assessment • Rubric • Check for Understanding • Progress Monitoring Sheets • PE Profile
7 • Demonstrates appropriate supportive, dependable, and respectful behavior and uses appropriate verbal and non-verbal (body language) communication with classmates and/or teammates during problem-solving activities, small-group initiatives, or game play.	
8 • Exhibits supportive, respectful, dependable, and trustworthy behavior and uses appropriate verbal and non-verbal communication with classmates and/or teammates when placed in a leadership role during problem-solving activities, small-group initiatives, or game play.	

Respect for diversity and individual difference

Essential Questions

• What behaviors does an individual demonstrate to show that they accept differences among classmates?

Characteristics of Teamwork

Conflict Resolution
A way for two or more parties to find a peaceful solution to a disagreement among them.

Grade Level Outcomes	**Assessments**
6 • Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and feedback. (S4.M4.6)	• Peer Assessment • Self Assessment • Rubric • Check for Understanding • Progress Monitoring Sheets • PE Profile
7 • Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)	
8 • Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)	

Grade 6 — 8

Benchmark Assessments (Character)

A. Demonstrates a respect for diversity and individual differences in physical activity settings.

B. Consistently demonstrates responsible behavior.

C. Responds appropriately to winning and losing in competitive settings.

Syracuse City School District

Character Rubric

Given in 8th Grade

Name: **Grade:**   **Score:**

Category	Level 1	Level 2	Level 3	Level 4
Honesty	Rarely applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.	Inconsistently applies rules and etiquette by acting as an official for modified physical activities and games creating dance routines within a given set of parameters.	Frequently applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.	Consistently applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameter.
Appropriate Attitudes about Winning and Losing	Rarely demonstrates appropriate sporting behavior by accepting results of officiating decisions regardless of the outcome.	Inconsistently demonstrates appropriate sporting behavior by accepting results of officiating decisions regardless of the outcome.	Frequently demonstrates appropriate sporting behavior by accepting results of officiating decisions regardless of the outcome.	Consistently demonstrates appropriate sporting behavior by accepting result of officiating decisions regardless of the outcome.
Compassion	Rarely provides encouragement and feedback to peers without prompting from the teacher.	Inconsistently provides encouragement and feedback to peers without prompting from the teacher.	Frequently provides encouragement and feedback to peers without prompting from the teacher.	Consistently provides encouragement and feedback to peers without prompting from the teacher.
Teamwork	Rarely cooperates with multiple classmates on problem solving initiatives, including adventure activities, large group initiatives, and game play.	Inconsistently cooperates with multiple classmates on problem solving initiatives, including adventure activities, large group initiatives, and game play.	Frequently cooperates with multiple classmates on problem solving initiatives, including adventure activities, large group initiatives, and game play.	Consistently cooperates with multiple classmates on problem solving initiatives, including adventure activities, large group initiatives and game play.
Leadership	Rarely exhibits supportive, respectful, dependable and trustworthy behavior and uses appropriate verbal and non-verbal communication with classmates and/or teammates when placed in a leadership role during problem solving activities, small group initiatives, or game play.	Inconsistently exhibits supportive, respectful, dependable and trustworthy behavior and uses appropriate verbal and non-verbal communication with classmates when placed in a leadership role during problem solving activities, small group initiatives, or game play.	Frequently exhibits supportive, respectful, dependable and trustworthy behavior and uses appropriate verbal and non-verbal communications with classmates and/or teammates when placed in a leadership role during a problem solving activities, small group initiatives, or game play.	Consistently exhibits supportive, respectful, dependable and trustworthy behavior and uses appropriate verbal and non-verbal communication with classmates and/or teammates when placed in a leadership role during problem-solving activities, small group initiatives, or game play.
Respect for Diversity and Individual Differences	Rarely responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.	Inconsistently responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.	Frequently responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.	Consistently responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

Grade 8 Character Benchmark Scoresheet

Emerging (1-2) **Competent (3)** **Proficient (4)**

Content	Score	Proficiency
Honesty	/4	
Appropriate Attitudes about Winning and Losing	/4	
Compassion	/4	
Teamwork	/4	
Leadership	/4	
Respect for Diversity and Individual Differences	/4	

Syracuse City School District

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