

# *MARLBORO MIDDLE SCHOOL*

---

---

## **Physical Education**

**Grades 6 – 8**

### Mission

Students in grades 6 through 8 further their education in fitness, recreational activities, body movement, individual and team sports. Through ongoing assessment of personal fitness levels, students monitor their own progress toward the attainment of lifelong personal fitness goals. The physical, social, and emotional aspects of lifelong health are examined and students practice individual sports that promote the attainment of individual fitness goals. Skills are developed over the course of the three year continuum based on individual readiness and personal goals. In grade 6, the foundational skills are emphasized. In grades 7 and 8, students build on those skills and work to improve individual and team performance.

*MARLBORO MIDDLE SCHOOL PHYSICAL EDUCATION*

Month/ Marking Period	September	October	November	December
<b>2015-2016 New York Common Core Curriculum Standards (AAPHERD)</b>	2.5.8.A.1-2, 2.5.8.A.4, 2.5.6.B.2, 2.5.8.B.1-3, 2.5.8.C.1-2, 2.6.6.A.1-7, 2.6.8.A.1-6	2.5.8.A.1-2, 2.5.8.A.4, 2.5.6.B.2, 2.5.8.B.2-3, 2.5.8.C.1-2, 2.6.6.A.1-2, 2.6.8.A.1, 2.6.8.A.4-5	2.5.8.A.1-2, 2.5.8.A.4, 2.5.6.B.2, 2.5.8.B.1-3, 2.5.8.C.1-2, 2.6.6.A.1-2, 2.6.6.A.7, 2.6.8.A.1, 2.6.8.A.4-5	2.5.8.A.1-2, 2.5.8.A.4, 2.5.6.B.2, 2.5.8.B.2-3, 2.5.8.C.1-2, 2.6.6.A.1-2, 2.6.8.A.1, 2.6.8.A.4-5
<b>Essential Question:</b>	How can a student improve personal fitness?	What skills are necessary to throw and catch with accuracy?	In what ways are team members interdependent?	What roles do cooperation and empathy play in group activities?
<b>Content:</b>	Introduction to Lifelong Fitness	Catching and Throwing	Team Sports	Team Building
<b>Skills and Topics:</b>	<ul style="list-style-type: none"> <li>define fitness and its components (e.g., physical, emotional, personal well-being)</li> <li>examine assessment tools to determine personal fitness</li> <li>delineate the diet and exercise practices necessary to achieve personal fitness (e.g., aerobic exercise, yoga, nutrition)</li> <li>create a personal fitness goal</li> <li>determine a plan to attain a personal fitness goal</li> <li>determine a personal fitness baseline level using a standard assessment tool</li> <li>initiate a personal fitness journal</li> </ul>	<ul style="list-style-type: none"> <li>discuss safety measures related to catching and throwing</li> <li>evaluate catching and throwing techniques</li> <li>model appropriate catching and throwing techniques</li> <li>investigate activities and games that require catching and throwing</li> <li>conduct paired practice of catching and throwing</li> <li>assimilate catching and throwing techniques in game play</li> <li>apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals</li> </ul>	<ul style="list-style-type: none"> <li>define “team”</li> <li>brainstorm the responsibilities of team members</li> <li>apply the sports education model to the organization and function of team members</li> <li>assess the impact of teamwork on the attainment of individual and team goals</li> <li>research the rules of team sports (e.g., football, soccer, handball)</li> <li>apply rules of team sports in cooperative play</li> <li>employ a scoring rubric to assess individual and team performance during play</li> </ul>	<ul style="list-style-type: none"> <li>determine the personal qualities that contribute to group success</li> <li>compare and contrast personal strengths and challenges of group members</li> <li>perform cooperative group activities</li> <li>assess personal performance in cooperative group activities in written form</li> <li>evaluate personal performance using a scoring rubric</li> <li>apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals</li> </ul>

<b>Integration of Technology:</b>	Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting			
<b>Writing:</b>	Student self-assessment, journal writing, lesson closure activities			
<b>Formative Assessments:</b>	Skills assessments, teacher observation, student self-assessment, scoring rubric			
<b>Summative Assessments:</b>	Pre- and post-testing of skills and fitness			
<b>Performance Assessments:</b>	Skills assessments, team/game play			
<b>Interdisciplinary Connections:</b>	*ELA: RI.6-8.1-10, W.6-8.1-10 Mathematics: Science: 5.1.8.D.1, 5.3.8.B.1 Arts: Health/PE: Technology: 8.1.8.A.5 World Language: Social Studies:	*ELA: RI.6-8.1-10, W.6-8.1-10 Mathematics: Science: 5.1.8.D.1, 5.2.8.E.2, 5.3.8.B.1 Arts: Health/PE: Technology: 8.1.8.A.5 World Language: Social Studies:	*ELA: RI.6-8.1-10, W.6-8.1-10 Mathematics: Science: 5.1.8.D.1, 5.3.8.B.1 Arts: Health/PE: Technology: 8.1.8.A.5 World Language: Social Studies:	*ELA: RI.6-8.1-10, W.6-8.1-10 Mathematics: Science: 5.1.8.D.1, 5.3.8.B.1 Arts: Health/PE: Technology: 8.1.8.A.5 World Language: Social Studies:

**Grades 6 – 8**

*MARLBORO MIDDLE SCHOOL PHYSICAL EDUCATION*

<b>Month/ Marking Period</b>	<b>Jan./February</b>	<b>March</b>	<b>April</b>	<b>May</b>
<b>2015-2016 New York Common Core Curriculum Standards (AAPHERD)</b>	2.5.8.1-2, 2.5.8.4, 2.5.6.B.2, 2.5.8.B.2-3, 2.5.8.C.1-2, 2.6.6.A.1-2, 2.6.8.A.1, 2.6.8.A.4-5	2.5.8.1-2, 2.5.8.4, 2.5.6.B.2, 2.5.8.B.2-3, 2.5.8.C.1-2, 2.6.6.A.1-2, 2.6.8.A.1, 2.6.8.A.4-5	2.5.8.1-2, 2.5.8.4, 2.5.6.B.2, 2.5.8.B.2-3, 2.5.8.C.1-2, 2.6.6.A.1-2, 2.6.8.A.1, 2.6.8.A.4-5	2.5.8.1-2, 2.5.8.4, 2.5.6.B.2, 2.5.8.B.2-3, 2.5.8.C.1-2, 2.6.6.A.1-2, 2.6.8.A.1, 2.6.8.A.4-5
<b>Essential Question:</b>	What activities promote healthy hearts?	How can skill-related activities improve overall physical performance?	How does individual performance affect team performance?	What skills enhance personal physical performance?
<b>Content:</b>	Aerobic Activities	Striking	Team Sports	Individual Sports
<b>Skills and Topics:</b>	<ul style="list-style-type: none"> <li>compare and contrast anaerobic and aerobic exercise</li> <li>investigate “Heart Healthy Month” activities and events</li> <li>summarize heart healthy practices (e.g., proper nutrition, exercise, monitoring heart rate)</li> <li>perform aerobic exercise</li> <li>monitor personal heart rate during exercise</li> <li>evaluate personal heart healthy practices</li> <li>apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals</li> </ul>	<ul style="list-style-type: none"> <li>assess the physical skills necessary to perform striking tasks</li> <li>differentiate among games and activities that require striking skills</li> <li>apply striking skills in a variety of games and activities (e.g., baseball, cricket, handball, volleyball)</li> <li>employ a scoring rubric to evaluate personal performance of striking skills</li> <li>apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals</li> </ul>	<ul style="list-style-type: none"> <li>recall the responsibilities of team members</li> <li>practice necessary personal performance skills for a variety of team games/sports (e.g., baseball, softball, ultimate Frisbee)</li> <li>integrate personal skills in team sport play</li> <li>summarize personal contributions to team success in written form</li> <li>apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals</li> </ul>	<ul style="list-style-type: none"> <li>investigate individual sports and activities (e.g., golf, pilates, yoga, zumba)</li> <li>assess the lifelong benefits of individual sports</li> <li>select a personal individual sport to practice</li> <li>apply the appropriate technique in the practice of the chosen individual sport</li> <li>apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals</li> </ul>
<b>Integration of Technology:</b>	Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting			
<b>Writing:</b>	Student self-assessment, journal writing, lesson closure activities			

