

**PHYSICAL  
EDUCATION  
Middle School**

**CURRICULUM  
GUIDE**

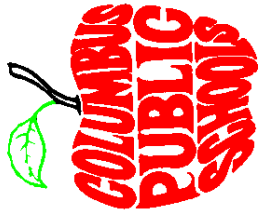
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# Middle School



# Physical Education Curriculum Guide

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## Introduction

The Columbus Public School District's Curriculum Guide for Physical Education grades 6 & 7 communicates the combined vision of teachers, coordinators, administrators and higher level educators. Middle school physical education specifically addresses outcomes that emphasize competence in individual and lifetime activities that promote engagement, strategic play, and social interaction. The Grade Level Indicators, (GLIs) for grades 6 & 7 were constructed to align to the national standards for physical education developed by the National Association for Sports and Physical Education (NASPE) and *National Health Standards*. In addition, this document supports the Ohio Graduation Test (OGT) by integrating cross curricular content material with physical education grade level indicators.

The purpose of this curriculum guide is to provide teachers and administrators with age appropriate guidelines and rubrics to assess student achievement and document student progress in middle school physical education. This document expresses the collaborative work developed by the following teachers who served on the writing team.

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A special note of gratitude goes out to The Ohio Osteopathic Heritage Foundation specifically for developing the Health and Wellness Initiative directed solely to the students of the Columbus Public School System. The Foundation's vision and leadership will help to make CPS student's levels of activity increase as well as their knowledge of appropriate nutritional levels of daily caloric intake and consumption. The five year plan will provide Columbus Public's physical education teachers with state of the art equipment and vital staff development to help our students develop a passion and commitment towards becoming healthy and fit for a lifetime. In addition the committee would also like to thank Diane Barnes, Columbus Public Teacher Coordinator for Health and Physical Education and Phil Ward PhD. from The Ohio State University who provided the writing team with direction during the developmental stages in creating this document.

The Columbus Public Schools Physical Education 6&7 and 8-12 curriculum guide is aligned with the national standards created by the National Association for Sports and Physical Education. The following six standards are the driving force of this document and should be evident in teacher's planning and daily lessons. The grade level indicators have been written with specific goals in mind but allow teachers the flexibility to plan lessons accordingly to meet the needs of their students, building space, and access to equipment.

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical activity.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health enjoyment, challenge, self-expression, and/or social interaction.

**Assessment** - The writing committee has created a four level rubric for each grade level indicator for every NASPE standard in middle school physical education. The committee has also provided each teacher with a pre-fabricated Microsoft Excel grade book document. This document may be downloaded for use on your personal digital assistant, school computer work station, laptop, or home computer.

In addition, the committee thought long and hard on the issue of dress and participation in physical education. We realize that many programs across the district use or require some type of uniform in their program. As a proper hygiene practice the committee agrees that students need to come to class prepared for activity, meaning they dress appropriately in active wear. The committee recommends that teachers record dress and use it as one component of the final grade. The committee recommends that dress should not represent more than 10% of a final grade in a grading period. The committee recommends this because the content of Physical Education is not what you wear, but what you do. The four level rubrics should be used to assess a student's dress grade over a nine or eighteen week physical education course.

As a mathematical example the following would apply:

A student participates in a daily physical education class over a period of eighteen weeks totaling 90 days. If this student has five or fewer dress cuts he/she would receive a rubric score of 4. If this student had between 6 and 10 dress cuts he/she would receive a rubric score of 3, between 11 and 15 a score of 2, and lower than 15 would equal a score of 1.

The committee encourages all teachers to follow the GLI's and create a program that actively engages all students through vigorous age appropriate participation and grades accordingly to performance and cognitive recognition of suitable subject matter. Participation is now incorporated into the grade level indicator as student's progress through the desired levels of assessment.

There may also be certain instances when students are unable to meet even the lowest level rubric due to special needs. Students who have been properly diagnosed by a physician with such diseases or ailments such as: overweight, asthma, pregnancy, allergies, or diabetes may have particular restrictions from participation. Students who fall into these categories may require alternative assessment to demonstrate proficiency in physical education. In addition, teachers with students who have IEP's must follow, by law, the guidelines prescribed within the individual's educational plan. Furthermore, the committee has provided a generic health form each student must fill out at the beginning of a student's nine or eighteen week physical education course. This health information sheet should also be given to new students who transfer into your program during the course of a semester or nine week grading period. The intent is for teachers to know their students and their disabilities in the case of an emergency situation.

## **Middle School Physical Education**

This course is directed to middle school physical education students. Physical education teachers and their students will focus on three main objectives: for students to participate in moderate to vigorous physical activity, to be competent and literate participants, and to learn to be socially responsible during physical activity. It is the understanding of the committee that a middle school student in a Columbus Public Schools physical education class has developed certain prerequisite skills needed to be proficient in middle school physical education. It is the committee's expectation that elementary students have experienced introductory skills consisting of both convergent movement skills and divergent movement themes. In addition, rhythmic activities as well as stunts and tumbling have been taught to students at this level. In elementary grades, lead up games and cooperative activities have been taught to teach students the concepts of fair play, cooperation, and good sportsmanship to prepare students for an appropriate middle school physical education experience. During elementary school, students should have had experiences associated with personal fitness, cooperative activities, and team sports.

**Delivery of Instruction** – The committee understands that each school is unique in regards to size of enrollment, scheduling concerns, and equipment issues. It is the committee's recommendation that the average units of instruction taught should last 15 days. The research indicates that a student's learning is enhanced when engaged in larger units of instruction. The same research shows that the teacher becomes more effective in the art of teaching when they teach fewer units a year opposed to multiple units with less days of instruction over a long period of time. To meet the different needs of students, the focus is not on what is taught but how it is taught. Simply put, different models of instruction should be used to deliver knowledge of results for our students. In addition to the direct instructional model similar to the skills based approach; teachers should use the sport education model as well as the tactical approach model to deliver instruction to their classes. Student assessment occurs over the course of a lesson or unit opposed to waiting till the end of a unit for final evaluation of skills and knowledge.

## Objectives

**Social Responsibility** - By defining social responsibility:

- 1) Following class rules and procedures
- 2) Using appropriate etiquette for the activity
- 3) Practicing physical skills in a safe manner
- 4) Behaving Responsibility
- 5) Interacting with others in a positive manner
- 6) Developing with skills of teamwork and cooperation

Social responsibilities are taught and do not occur by chance, and should be taught just as a lay-up is taught in basketball and reinforced throughout the school year. In selecting content or activities that meet this value, the focus should be on what is being taught and how it is being taught.

**Moderate to Vigorous Activity** - Physical Education lessons can be classified into three types of activity level: inactive, moderate, and vigorous. Examples of Physical Education lessons that are inactive have students sitting and listening to a teacher or waiting for an opportunity to perform. Examples of Physical Education lessons that are moderate involve students walking or performing sit-ups. Examples of Physical Education lessons that are vigorous involve students running or performing high intensity aerobics. Some sports by their structure involve inactivity, for example bowling versus basketball. In using these examples to determine what is taught, it is expected for Physical Educators to choose activities that involve moderate to vigorous activity. According to the Center for Disease Control, people should be involved in moderate to vigorous activity for 30 minutes or more everyday.

**Competent and Literate Participant** – Competent students know and use the techniques and tactics of the physical activity in such a way that they can play the game in the company of others. Literate students know the rules, the history, and the present day context of the physical activity in such a way that it serves to strengthen their knowledge and appreciation of the physical activity. There are many ways to obtain this goal, but the way it is to be avoided is by performing skill practice for a few days then a tournament where the teacher only serves as a referee. In selecting content or activities that meet this value, the focus should be on what is being taught and how it is being taught.

## Rationale for Physical Activity Choice Categories

Middle school students are at an age when their hormones and growth plates are in a rapid transformation. Research has indicated that proper nutrition and physical activity can have a positive effect on the growth and development of a young adolescent. Furthermore, appropriate levels of physical activity have been proven to combat diseases such as diabetes, high blood pressure, high cholesterol, and obesity in children, adolescent youth, and adults. To a large degree, we as physical educators must “Walk the Talk”. In some instances, leading by example, we might be the best role model in the school to promote a healthy lifestyle related to diet and exercise.

The reasons for the three activity choice categories are to provide the learner with experiences that promote moderate to vigorous levels of activity throughout the curriculum. The committee agrees that volleyball, bowling, ping pong and archery are all sports, however, the majority of time spent



moving to increase heart rates to appropriate levels for these students is very minimal. The primary goal or objective of this curriculum is intended to keep students successfully active throughout the entire semester.

The committee also recommends teaching at least one 15 day unit from each of the three activity choice categories totaling 3 out of the six semester choices. Each CPS Physical education teacher will then choose three additional units from any or all categories to meet their needs relating to program goals, student population, and equipment and facility issues.

### **Middle School Physical Activities Choice Categories**

Cooperative Activities	Team Activities		Rhythmic Activities
Low-level Initiatives	Team Handball	Badminton	Aerobic Dance
Adventure Education	Ultimate Frisbee	Floor Hockey	Dance Dance Revolution
Adventure Racing	Tag (Flag) Rugby	Pickle Ball	Line Dancing
Orienteering	Soccer	Field Hockey	Geofitness
	Basketball		

**Cooperative Activities** – Experiences that encourage students to learn the process of working and cooperating with others to obtain a common goal. Included are communicating effectively, accepting individual differences, cooperative problem-solving, and working within the framework of the conditions given. Cooperative activities can be accomplished in both small and large groups. Cooperative activities can be taught solely as an existing unit with the intent that the concepts learned by students will transfer over and apply to all middle school physical education activities. In addition, a cooperative activities unit should progress sequentially through communication, cooperation, trust, and problem-solving activities. Teachers should start out slow with manageable low level initiatives that build student confidence and mutual respect for others before attempting more difficult activities. The most important aspect of cooperative learning is that teachers become skilled in the art of debriefing. Debriefing is a small group discussion about what occurred and how a specific task was achieved. In addition, the role that each student carried out in the successfulness of the task is of equal importance.

**Rhythmic Movement Activities** – Any type of physical activity that is designed to assist students in becoming competent and confident in recognizing and moving in rhythm. Students have the ability to move to an internal rhythm and an external beat. Going along with the middle school objectives, it is believed that rhythmic movement activities can accomplish these goals by providing students the skills needed to develop balance and spatial awareness.

**Team Activities** – Skill development, practice time, and sportsmanship are emphasized in these types of physical activities. Lead-up and modified versions of the activities as well as the game itself are utilized. Small short sided games with rules tailored to teach concepts of off-ball positioning as well as offensive and defensive tactics are necessary in order to make team activities successful. Examples of tailored rules in short sided games may include: the size of boundaries, the number of participants involved, methods of scoring, and teaching sportsmanship by awarding personal and team responsibility points.

## **NASPE Standards Relating to CPS Middle School Curriculum**

### **Standard 1**

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

The intent of this standard is the development of the physical skills needed to enjoy participation in physical activities. In the primary years, students develop maturity and versatility in the use of fundamental motor skills (e.g., running, skipping, throwing, striking) that are further refined, confined, and varied during the middle school years. In the high school years, these motor skills, now involved into specialized skills (e.g., move to an open space, passing to a moving target, catching with a glove, or use of a specific tactic), are used increasingly complex movement environments through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the skills to participate in a wide variety of leisure and work-related physical activities.

### **Student expectations**

Middle School students are in the process of developing, refining, and extending gross and fine motor skills. They possess motor movement patterns needed to be successful in both personal sport related activities as well as strength conditioning desired for daily work related behaviors. Developing these skills in middle school will allow students to perform a variety of physical activities and to achieve a degree of success that make activities enjoyable for a lifetime.

### **Standard 2**

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

The intent of this standard is the facilitation of learners' ability to use cognitive information to understand motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, biomechanics and exercise physiology. It includes, for example, increasing force production through the summation of forces, knowing the effects of anxiety on performance, and understanding the principle of specificity of training. In middle school knowledge of these concepts and principles and of how to apply them enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. In high school, emphasis is placed on students' independently and routinely using a wide variety of increasingly complex concepts. By graduation, the student has developed sufficient knowledge and ability to independently use his/her knowledge to acquire new skills while continuing to refine existing ones.

**Student expectations**

Middle school students are being introduced to the scientific principles of force production, absorption of the force of an object, and the swing arc of an implement to increase the speed of an object, etc. When students begin to understand these basic principles then students will develop into better sports performers.

**Standard 3**

Participates regularly in physical activity.

The intent of this standard is the establishment of patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside of the classroom. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class.

**Student expectations**

Middle school students fully recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle and possess the skills, knowledge, interest, and desire to maintain an active lifestyle. They willingly participate in physical activities on a regular basis that contribute to the attainment of and maintenance of personal physical activity goals. They independently apply appropriate training principles to their own physical activity and can utilize pertinent scientific principles to enhance their participation in a specific activity or sport.

**Standard 4**

Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is the development of students' knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.

**Student expectations**

Middle school students need to be taught how to take responsibility for their personal health and wellness activities. Teachers should use creative techniques such as fitness logs, wellness journals, and pedometer conversions to teach students responsible behaviors needed for high school and beyond. They will demonstrate responsibility for their own health-related fitness status by participating in moderate to vigorous physical activities on a regular basis.

## **Standard 5**

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interactions. The key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status. Middle school students initiate responsible behavior, function independently and responsibly, positively influence the behavior of other people, avoid and resolve conflicts, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. High school students begin to understand how adult work, family roles and responsibilities affect their decisions about physical activity and how physical activity, preferences, and opportunities change over time.

### **Student expectations**

Middle school students are in the process of mastering techniques used to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in physical activity setting while in one of the three activity choice categories. Students demonstrated leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. Students are able to respond to potentially explosive interactions with others by mediating and settling conflicts. Students synthesize and evaluate knowledge regarding the role of physical activity over their life span, recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture.

## **Standard 6**

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

The intent of this standard is the development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyment, challenging, and fun. As a result of these intrinsic benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.

### **Student expectations**

By learning about and engaging in health related fitness components, middle school students should feel more comfortable with their new interests and their physiques, thus once again enjoying movement for the sheer pleasure of moving. They should enjoy the challenge of working hard to better their skills, and they should feel satisfaction when they are successful in improving, especially while pursuing personal goals. They should be able to explain why participation in these activities are enjoyable and desirable.

**Middle School P.E.  
Standards, GLIs,  
Assessment,  
& OGT**

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## Middle School Physical Education COOPERATIVE ACTIVITIES

A Cooperative activities unit should progress sequentially through communication, cooperative, trust and problem solving activities.

Standard	GLIs	Assessment	OGT
<p><b>Standard 5</b></p> <p>Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<ol style="list-style-type: none"> <li>1. Students will behave in a manner that creates an emotionally safe environment with a score of 3 or above.               <ol style="list-style-type: none"> <li>a. During cooperation and trust activities, students will voice comments or suggestions when appropriate.</li> <li>b. During cooperation activities, students will provide positive encouragement (put ups) to all group members.</li> <li>c. During cooperation and trust activities, when students receive assistance from other group members they do so without a confrontation. (verbal or physical)</li> <li>d. During trust activities, students will engage as a contributing group member, by demonstrating their non-confrontational participation.</li> </ol> </li> </ol>	<p><u>Responsible person and social behavior</u> <u>Rubric Example</u> 4 = The student <b>Consistently Demonstrates</b> complimenting a group member's achievement. 3 = The student <b>Frequently Demonstrates</b> complimenting a group member's achievement. 2 = The student <b>Inconsistently Demonstrates</b> complimenting a group member's achievement. 1 = The student <b>Unsuccessfully Demonstrates</b> complimenting a group member's achievement.</p>	
	<ol style="list-style-type: none"> <li>2. Students will actively listen to others with a score of 3 or above.               <ol style="list-style-type: none"> <li>a. During communication, cooperation, trust, and problem solving activities, students will follow the directions from the instructor.</li> <li>b. During communication, cooperation, trust, and problem solving activities, students will listen to suggestions from others.</li> </ol> </li> </ol>	<p><u>Responsible person and social behavior</u> <u>Rubric Example</u> 4 = The student <b>Consistently Demonstrates</b> active listening to ideas and strategies of other group members. 3 = The student <b>Frequently Demonstrates</b> active listening to ideas and strategies of other group members. 2 = The student <b>Inconsistently Demonstrates</b> active listening to ideas and strategies of other group members. 1 = The student <b>Unsuccessfully Demonstrates</b> active listening to ideas and strategies of other group members.</p>	



Standard	GLIs	Assessment	OGT
	<p>3. Students will accept responsibility from both success and failure with a score of 3 or above.</p> <p>a. During trust and problem solving activities, students will celebrate accomplishments appropriately avoiding put downs and showboating.</p> <p>b. During trust and problem solving activities, when confronted with failure the group accepts responsibility among group members without put downs of individual members.</p>	<p><u>Responsible person and social behavior Rubric Example</u>  4 = The student <b>Consistently Demonstrates</b> celebrating success with group members and classmates.  3 = The student <b>Frequently Demonstrates</b> celebrating success with group members and classmates.  2 = The student <b>Inconsistently Demonstrates</b> celebrating success with group members and classmates.  1 = The student <b>Unsuccessfully Demonstrates</b> celebrating success with group members and classmates.</p>	

Standard	GLIs	Assessment	OGT
<p><b>Standard 6</b></p> <p>Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>1. Students will demonstrate a physically safe environment with a score of 3 or above.</p> <p>a. During trust and problem solving activities, students will appropriately spot other students.</p> <p>b. During trust and problem solving, students will keep their head above their feet.</p> <p>c. During communication, cooperation, trust and problem solving activities, students will use all equipment in a safe and appropriate manner.</p>	<p><u>Values Rubric Example</u>  4 = The student <b>Consistently Identifies</b> the importance safety when performing activities.  3 = The student <b>Frequently Identifies</b> the importance safety when performing activities.  2 = The student <b>Inconsistently Identifies</b> the importance safety when performing activities.  1 = The student <b>Unsuccessfully Identifies</b> the importance safety when performing activities.</p>	
	<p>2. Students will give verbal assistance such as prompts, put ups, and specific directions when necessary with a score of 3 or above.</p> <p>a. During communication cooperation activities, students will appropriately coach others.</p>	<p><u>Values Rubric Example</u>  4 = The student <b>Consistently Demonstrates</b> appropriate language when addressing others.  3 = The student <b>Frequently Demonstrates</b> appropriate language when addressing others.</p>	

	<p>b. During communication, cooperation, trust, and problem solving activities, students will appropriately restate goals to others when necessary.</p>	<p>2 = The student <b>Inconsistently Demonstrates</b> appropriate language when addressing others.  1 = The student <b>Unsuccessfully Demonstrates</b> appropriate language when addressing others.</p>	
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Standard	GLIs	Assessment	OGT
	<p>3. Students will work together to achieve a common goal with a score of 3 or above.</p> <p>a. During communication, cooperation, trust, and problem solving activities, students will attempt a variety of solutions to the problem.</p>	<p>Values Rubric Example  4 = The student <b>Consistently Demonstrates</b> problem solving techniques.  3 = The student <b>Frequently Demonstrates</b> problem solving techniques.  2 = The student <b>Inconsistently Demonstrates</b> problem solving techniques.  1 = The student <b>Unsuccessfully Demonstrates</b> problem solving techniques.</p>	
	<p>4. Students will understand how to apply concepts to their everyday lives with a score of 3 or above.</p> <p>a. Students will describe on an exit slip the concepts of cooperation, communication, trust, and problem solving.</p>	<p>Values Rubric Example  4 = The student <b>Consistently Identifies</b> the importance of the core concepts with a score of 15 out of 20 on the written assessment.  3 = The student <b>Frequently Identifies</b> the importance of the core concepts with a score of 10 out of 20.  2 = The student <b>Inconsistently Identifies</b> the importance of the core concepts with a score of 5 out of 20.  1 = The student <b>Unsuccessfully Identifies</b> the importance of the core concepts with a score of 0 out of 20.</p>	

## Middle School Physical Education Team Activities

Standard	GLIs	Assessment	OGT
<p><b>Standard 1</b></p> <p>Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p>	<ol style="list-style-type: none"> <li>1. Students will demonstrate with a score of 3 or above on the rubric in 4 basic skills from 2 -3 units that are selected from the team activities category. The following are examples:               <ol style="list-style-type: none"> <li>a. In pickle ball, being able to use both forehand and back hand strokes during game and practice sessions.</li> <li>b. In Ultimate Frisbee, using the correct arm motion to produce a throw that is parallel to the ground making it easier to catch for a teammate.</li> <li>c. In floor hockey, producing enough force to push the puck with the stick resulting in a follow through that is below the waist.</li> </ol> </li> </ol>	<p><u>Team Activities Motor Skills Rubric Example</u></p> <p>4 = The student <b>Consistently Demonstrates</b> using correct form while executing a backhand stroke.</p> <p>3 = The student <b>Frequently Demonstrates</b> using correct form while executing a backhand stroke.</p> <p>2 = The student <b>Inconsistently Demonstrates</b> using correct form while executing a backhand stroke.</p> <p>1 = The student <b>Unsuccessfully Demonstrates</b> using correct form while executing a backhand stroke.</p>	
	<ol style="list-style-type: none"> <li>2. Students will demonstrate with a score of 3 or above on the rubric in 3 basic offense strategies in the team activity category choices if selected to implement. The following are examples:               <ol style="list-style-type: none"> <li>a. In a modified team handball game, the offensive teams scores a point after five successful passes have been made.</li> <li>b. In a 3 versus 3 team handball game, the offense maintains possession of the ball by players being in position to receive a pass in a game situation.</li> <li>c. In ultimate frisbee, throwing frisbee proper distance, throwing frisbee in the intended direction, and attacking as a team.</li> <li>d. In a pickle ball game, sending the ball to the end line of the opposing team to strategically set up a kill shot on the offensive court side.</li> <li>e. In badminton, setting up to attack by creating space on opponent's side of the net, winning the point, and attacking as a</li> </ol> </li> </ol>	<p><u>Team Activites Offensive Strategy Rubric Example</u></p> <p>4 = The student <b>Consistently Demonstrates</b> maintaining the possession of the ball by being in a position to receive a pass in a game situation.</p> <p>3 = The student <b>Frequently Demonstrates</b> maintaining the possession of the ball by being in a position to receive a pass in a game situation.</p> <p>2 = The student <b>Inconsistently Demonstrates</b> maintaining the possession of the ball by being in a position to receive a pass in a game situation.</p> <p>1 = The student <b>Unsuccessfully Demonstrates</b> maintaining the possession of the ball by being in a position to receive a pass in a game situation.</p>	

	<p>pair.</p> <p>f. In badminton, being consistent in overhand long shots in order to set up the drop shot on opposing players.</p>		
	<p>3. Students will demonstrate with a score of 3 or above on the rubric in at least 3 basic defense strategies from the team activity choices if selected to implement. The following are examples:</p> <p>a. In a 3 versus 3 team basketball game, the defenders position between opponent and own goal so defenders can see opponent and ball.</p> <p>b. In floor hockey, defending space, defending the goal, and winning back the puck.</p> <p>c. In basketball, differentiate defending an offensive team by using a person to person or zone defense.</p> <p>d. In a pickle ball game, the player defends space on his/her own court by recovering to center baseline between shots in a singles game.</p> <p>e. In floor hockey, defending space on own court, defending against an attack, and defending as a team.</p> <p>f. In a pickle ball game, placing the ball in the drop zone purposely knowing that an opponent can not return the shot with an overhead kill shot.</p> <p>g. In a pickle ball game, the player defends space on his/her own court by recovering to center baseline between shots in a singles game.</p>	<p><u>Team Activities Defensive Strategy Rubric Example</u></p> <p>4 = The student <b>Consistently Demonstrates</b> maintaining position between opponent and own goal so defenders can see opponent and ball.</p> <p>3 = The student <b>Frequently</b> maintains position between opponent and own goal so defenders can see opponent and ball.</p> <p>2 = The student <b>Inconsistently Demonstrates</b> maintaining position between opponent and own goal so defenders can see opponent and ball.</p> <p>1 = The student <b>Unsuccessfully Demonstrates</b> maintaining position between opponent and own goal so defenders can see opponent and ball.</p>	

Standard	GLIs	Assessment	OGT
<p><b>Standard 2</b></p> <p>Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<p>1. Students will correctly identify the psychological factors that govern successful movement performance with a score of 3 or above on the rubric in the team activity choices.</p> <ul style="list-style-type: none"> <li>a. In tag rugby, the underhand tossing motion backwards to move the ball forward.</li> <li>b. In pickle ball, staying on the balls of your feet in order to change direction quickly to receive a passing shot from an opponent.</li> <li>c. In basketball, triple threat position to pass, dribble, or shoot.</li> <li>d. In soccer, concentrating on the penalty kick.</li> <li>e. In basketball, understanding that a lower center of gravity will help to play better person to person defense.</li> <li>f. In ultimate frisbee, faking out a throw in one direction to compete a throw to a teammate in another direction.</li> <li>g. In team handball, passing the ball quickly to get defenders out of position setting up an open shot for a teammate.</li> </ul>	<p><u>Team Activities Knowledge Rubric</u> <u>Example</u></p> <p>4 = The student <b>Consistently Identifies</b> a psychological factor that governs side to side and forward and backward court coverage in pickle ball, (.e.g., up on balls of the feet).</p> <p>3 = The student <b>Frequently Identifies</b> a psychological factor that governs side to side and forward and backward court coverage in pickle ball, (.e.g., up on balls of the feet).</p> <p>2 = The student <b>Inconsistently Identifies</b> a psychological factor that governs side to side and forward and backward court coverage in pickle ball, (.e.g., up on balls of the feet).</p> <p>1 = The student <b>Unsuccessfully Identifies</b> a psychological factor that governs side to side and forward and backward court coverage in pickle ball, (.e.g., up on balls of the feet).</p>	
	<p>2. Students will correctly identify biomechanical principles related to propelling and object far with a score of 3 or above on the rubric in one of the three middle school activity choices.</p> <ul style="list-style-type: none"> <li>a. In floor hockey, understanding that the flex of the shaft aids in producing force when taking a shot at the net.</li> <li>b. During ultimate frisbee, understanding how wind speed and direction will affect a Frisbee throw to an opponent.</li> <li>c. In floor hockey, passing the puck to the corners to keep the puck away from your goal.</li> </ul>	<p><u>Team Activities Knowledge Rubric</u> <u>Example</u></p> <p>4 = The student <b>Consistently Identifies</b> a student who uses correct biomechanical principles while shooting a puck in floor hockey.</p> <p>3 = The student <b>Frequently Identifies</b> a student who uses correct biomechanical principles while shooting a puck in floor hockey.</p> <p>2 = The student <b>Inconsistently Identifies</b> a student who uses correct biomechanical principles while shooting a puck in floor hockey.</p>	

	<ul style="list-style-type: none"> <li>d. In soccer, body control when passing long and short.</li> <li>e. In badminton and pickle ball, concentration on racket attack and arm follow through when performing clears and drop shots.</li> <li>f. In basketball using the overhead two hands pass to make long in bounds passes.</li> </ul>	<p>1 = The student <b>Unsuccessfully Identifies</b> a student who uses correct biomechanical principles while shooting a puck in floor hockey.</p>	
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	<p>3. Students will explain appropriate tactical decisions with a score of 3 or above on the rubric in one of the team activity category choices.</p> <ul style="list-style-type: none"> <li>a. In Badminton, what to do when attempting to win the point (volley or smash).</li> <li>b. Where to move, when to move, including both on-the-ball skills and off-the-ball movement patterns during game play in a soccer game.</li> <li>c. In basketball, what to do when defending against the screen or pick-n-roll.</li> <li>d. In badminton, what to do when attempting to win the point (volley or smash).</li> <li>e. In flag rugby, understanding how to advance the ball forward while passing the ball laterally.</li> <li>f. In floor hockey, creating space to open up passing lanes to create more attempts at shots on goal.</li> <li>g. In basketball, what to do when defending against the screen or pick-n-roll.</li> <li>h. In Flag Rugby, understanding how to advance the ball forward while passing the ball laterally.</li> </ul>	<p><u>Knowledge Rubric Example</u></p> <p>4 = The student <b>Consistently Explains</b> the appropriate tactical decision in badminton, what to do when attempting to win the point (volley or smash).</p> <p>3 = The student <b>Frequently Explains</b> the appropriate tactical decision in badminton, what to do when attempting to win the point (volley or smash).</p> <p>2 = The student <b>Inconsistently Explains</b> the appropriate tactical decision in badminton, what to do when attempting to win the point (volley or smash).</p> <p>1 = The student <b>Unsuccessfully Explains</b> the appropriate tactical decision in badminton, what to do when attempting to win the point (volley or smash).</p>	
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Standard	GLIs	Assessment	OGT
<p><b>Standard 3</b></p> <p>Participates regularly in physical activity.</p>	<p>1 Students willingly participates in team activity choices that is appropriate for maintaining or enhancing a healthy, active lifestyle with a score of 3 or above on the rubric.</p> <ul style="list-style-type: none"> <li>a. Participates in a tag rugby unit that is appropriate for maintaining or enhancing a healthy and active lifestyle.</li> <li>b. Participates in a team handball unit that is appropriate for maintaining or enhancing a healthy and active lifestyle.</li> <li>c. Participates in a pickle ball unit that is appropriate for maintaining or enhancing a healthy and active lifestyle.</li> <li>d. Participates in an basketball unit that is appropriate for maintaining or enhancing a healthy and active lifestyle.</li> </ul>	<p><u>Rubric Example</u></p> <p>4 = The student <b>Consistently</b> participates in a tag rugby unit that is appropriate for maintaining or enhancing a healthy and active lifestyle.</p> <p>3 = The student <b>Frequently</b> participates in a tag rugby unit that is appropriate for maintaining or enhancing a healthy and active lifestyle.</p> <p>2 = The student <b>Inconsistently</b> participates in a tag ruby unit that is appropriate for maintaining or enhancing a healthy and active lifestyle.</p> <p>1 = The student <b>Unsuccessfully</b> participates in a tag rugby unit that is appropriate for maintaining or enhancing a healthy and active lifestyle.</p>	
	<p>2 Students will monitor physical activity through the use of a pedometer and/or physical activity log while participating in the team activity choices with a score of 3 or above on the rubric.</p> <ul style="list-style-type: none"> <li>a. While participating in the tag rugby students will monitor their pedometer steps by recording in their physical activity in their personal log book.</li> <li>b. Students will use pedometer data to convert steps into miles for an entire floor hockey unit.</li> <li>c. While participating in orienteering lessons students will track their pedometer steps between check points and calculated total steps</li> </ul>	<p><u>Rubric Example</u></p> <p>4 = The student <b>Consistently</b> records and monitor their pedometer steps while participating in Tag Rugby during physical education.</p> <p>3 = The student <b>Frequently</b> records and monitor their pedometer steps while participating in Tag Rugby during physical education.</p> <p>2 = The student <b>Inconsistently</b> records and monitor their pedometer steps while participating in Tag Rugby during physical education.</p> <p>1 = The student <b>Unsuccessfully</b> records and monitor their pedometer steps while participating in Tag Rugby</p>	

	taken at the end of a lesson.	during physical education.	
<b>Standard</b>	<b>GLIs</b>	<b>Assessment</b>	<b>OGT</b>
	<p>3 Students will accumulate a specified number of steps during the class to meet personal goals while participating in team activity category choices.</p> <ol style="list-style-type: none"> <li>a. While participating in team handball students will set personal step goals based off their average class steps.</li> <li>b. Students will graph their personal pedometer data on a weekly basis striving for daily improvement.</li> <li>c. Students will describe the FITT principle as it relates to the overall improvement and of achievement of personal goal setting related to daily pedometer data.</li> </ol>	<p><u>Rubric Example</u>  4 = The student <b>Consistently</b> sets personal step goals based off their average class steps while participating in team handball.  3 = The student <b>Frequently</b> sets personal step goals based off their average class steps while participating in team handball.  2 = The student <b>Inconsistently</b> sets personal step goals based off their average class steps while participating in team handball.  1 = The student <b>Unsuccessfully</b> sets personal step goals based off their average class steps while participating in team handball.</p>	

<b>Standard</b>	<b>GLIs</b>	<b>Assessment</b>	<b>OGT</b>
<p><b>Standard 4</b>  Achieves and maintains a health-enhancing level of physical fitness.</p>	<p>1. Students will achieve and maintain a health-enhancing level of physical fitness with a score of 3 or above on the rubric during team activity choices.</p> <ol style="list-style-type: none"> <li>a. In soccer, students will be in their target heat rate zone for at least 40-60% of the class time.</li> <li>b. In basketball, students will be engaged in at least 70% of the total activity time during physical education class.</li> <li>c. In Ultimate Frisbee, students will attempt to be in constant motion both offensively and defensively during game play.</li> <li>d. In team handball students will</li> </ol>	<p><u>Knowledge Rubric Example</u>  4 = The student <b>Consistently</b> participated in a soccer unit, while being in their target heat rate zone for at least 40-60% of the class time.  3 = The student <b>Frequently</b> participated in a soccer unit, while being in their target heat rate zone for at least 40-60% of the class time.  2 = The student <b>Inconsistently</b> participated in a soccer unit, by not being in their target heat rate zone for at least 40-60% of the class time.  1 = The student <b>Unsuccessfully</b> participated in a soccer unit, by not</p>	



	increase their levels of cardiovascular endurance by consistently running while transitioning between offense and defense.	being in their target heart rate zone for at least 40-60% of the class time.	
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Standard	GLIs	Assessment	OGT
<p><b>Standard 5</b></p> <p>Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>1. Students will acknowledge the strong performance of another person or team with a score 3 or above on the rubric.</p> <ul style="list-style-type: none"> <li>a. In pickle ball, compliment an opponents good shot during the match.</li> <li>b. In Flag Rugby, collaboration and strategic discussion among teammates throughout the game.</li> <li>c. In basketball, students will shake hands of the opposing winning team.</li> <li>d. In floor hockey, students will remind others to respect equipment by laying down the sticks at the end of a game.</li> <li>e. In team handball, calling a travel violation on themselves that was missed by the officiating teacher.</li> <li>f. In soccer working as a team by passing the ball after two touches to advance the ball rapidly downfield.</li> </ul>	<p><u>Responsible person and social behavior</u> <u>Rubric Example</u></p> <p>4 = The student <b>Consistently Demonstrates</b> complimenting an opponent’s good shot during a pickle ball match.</p> <p>3 = The student <b>Frequently Demonstrates</b> complimenting an opponent’s good shot during a pickle ball match.</p> <p>2 = The student <b>Inconsistently Demonstrates</b> complimenting an opponent’s good shot during a pickle ball match.</p> <p>1 = The student <b>Unsuccessfully Demonstrates</b> complimenting an opponent’s good shot during a pickle ball match.</p>	
	<p>2. While students are officiating a competition, listens to all sides of an issue before making a decision with a score of 3 or above on the rubric.</p> <ul style="list-style-type: none"> <li>a. In pickle ball, an official listens to both opposing players on a line call before making a decision on the play.</li> <li>b. In basketball, an official listens to both opposing players on an out of bounds pass that bounced off of a non-observed player’s leg.</li> <li>c. In flag rugby, an official listens to both teams and determines whether a pass was tossed forward or</li> </ul>	<p><u>Responsible person and social behavior</u> <u>Rubric Example</u></p> <p>4 = The student <b>Consistently Demonstrates</b> when officiating, listens to both opposing players on a line call before making a decision on the play in pickle ball.</p> <p>3 = The student <b>Frequently Demonstrates</b> when officiating, listens to both opposing players on a line call before making a decision on the play in pickle ball.</p> <p>2 = The student <b>Inconsistently</b></p>	

	<p>backwards before making a decision on the play.</p> <p>d. In pickle ball, when a referee is not present students will use logic in calling a replay or attempting to use (rock, paper, and scissors) to solve a rules interpretation.</p>	<p><b>Demonstrates</b> when officiating, listens to both opposing players on a line call before making a decision on the play in pickle ball. 1 = The student <b>Unsuccessfully</b></p> <p><b>Demonstrates</b> when officiating, listens to both opposing players on a line call before making a decision on the play in pickle ball.</p>	
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Standard	GLIs	Assessment	OGT
	<p>3. Students will participate successfully in a cooperative learning group with a wide range of diverse members with a score of 3 or above on the rubric while participating in one of the team activity choices.</p> <p>a. In flag rugby, students will participate on the same team with co-ed team members.</p> <p>b. In team handball, students will participate with highly skilled team members and low skilled team members in a game.</p> <p>c. In soccer, all team members will listen to and respect the Sport ED team captain regardless of gender.</p> <p>d. In pickle ball, the call of the student referee will not be question or argued.</p> <p>e. In basketball, students will work together in defending an offense by using a 2-3 zone.</p>	<p><u>Responsible person and social behavior</u> <u>Rubric Example</u> 4 = The student <b>Consistently</b> <b>Demonstrates</b> participation on the same team with co-ed team members in flag rugby. 3 = The student <b>Frequently</b> <b>Demonstrates</b> participation on the same team with co-ed team members in flag rugby. 2 = The student <b>Inconsistently</b> <b>Demonstrates</b> participation on the same team with co-ed team members in flag rugby. 1 = The student <b>Unsuccessfully</b> <b>Demonstrates</b> participation on the same team with co-ed team members in flag rugby.</p>	
	<p>4. Students will invite less-skilled students to participate in an activity during class with a score of 3 or above on the rubric.</p> <p>a. In all areas: encouraging all students, regardless of their skill level, to engage to the best of their ability during class</p> <p>b. While playing pickle ball, a student</p>	<p><u>Responsible person and social behavior</u> <u>Rubric Example</u> 4 = The student <b>Consistently</b> <b>Demonstrates</b> inviting a less-skilled student to participate on his/her doubles team in pickle ball. 3 = The student <b>Frequently</b> inviting a less-skilled student to participate on</p>	

	<p>invites another student that is less-skilled to be on his/her doubles team.</p> <p>c. While participating in a badminton lesson a student invites another less-skilled student to be on his/her doubles team.</p> <p>d. In floor hockey, a student assists another teammate on using the proper grip to have more success in the game.</p> <p>e. In soccer, instructs a teammate to push forwards to create an offside trap against the opposing team.</p>	<p>his/her doubles team in pickle ball.</p> <p>2 = The student <b>Inconsistently Demonstrates</b> inviting a less-skilled student to participate on his/her doubles team in pickle ball.</p> <p>1 = The student <b>Unsuccessfully Demonstrates</b> inviting a less-skilled student to participate on his/her doubles team in pickle ball.</p>	
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Standard	GLIs	Assessment	OGT
	<p>5. Students will set up the safety procedures with a score of 3 or above on the rubric for all team activity choices.</p> <p>a. In soccer, students will refrain from play that results in awarding direct kick infractions to the other team.</p> <p>b. In ultimate frisbee, discourage pushing and shoving or other body contact.</p> <p>c. In flag rugby, students will abstain from full body contact.</p> <p>d. In field hockey, students will adhere to the proper stick handling rules to insure safe games play.</p> <p>e. Students brainstorm a list of safety procedures at the beginning of a hockey unit.</p> <p>f. In all rhythmic activities students will complete a series of stretches before engaging in moderate to vigorous exercise.</p> <p>g. In floor hockey, students avoid body checking another student into the wall or bleachers.</p>	<p><u>Responsible person and social behavior</u> <u>Rubric Example</u></p> <p>4 = The student <b>Consistently Demonstrates</b> setting up safety procedures by brainstorming possible safety procedures at the beginning of a soccer unit.</p> <p>3 = The student <b>Frequently Demonstrates</b> setting up safety procedures by brainstorming possible safety procedures at the beginning of a soccer unit.</p> <p>2 = The student <b>Inconsistently Demonstrates</b> setting up safety procedures by brainstorming possible safety procedures at the beginning of a soccer unit.</p> <p>1 = The student <b>Unsuccessfully Demonstrates</b> setting up safety procedures by brainstorming possible safety procedures at the beginning of a soccer unit.</p>	

	<p>6. Students will show leadership by diffusing conflict during competition with a score of 3 or above on the rubric in all of the team activity choices.</p> <ul style="list-style-type: none"> <li>a. While participating in a floor hockey unit a student calls out: “Rock, Paper, Scissors” for two students who are arguing over a field hockey stick.</li> <li>b. In soccer, a student calls out drop ball because two students can’t determine which team should be awarded the throw in.</li> <li>c. While participating in a badminton doubles match a student diffuse a conflict with 2 students over getting struck with a shuttle cock.</li> </ul>	<p><u>Responsible person and social behavior</u> <u>Rubric Example</u> 4 = The student <b>Consistently Demonstrates</b> resolving conflict between students during floor hockey competition. 3 = The student <b>Frequently Demonstrates</b> resolving conflict between students during a floor hockey competition. 2 = The student <b>Inconsistently Demonstrates</b> resolving conflict between students during a floor hockey competition. 1 = The student <b>Unsuccessfully Demonstrates</b> resolving conflict between students during a floor hockey competition.</p>	
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<b>Standard</b>	<b>GLIs</b>	<b>Assessment</b>	<b>OGT</b>
	<p>7. Students will dress appropriately for physical activity with a score of 3 or above on the rubric in all of the team activity choices.</p> <ul style="list-style-type: none"> <li>a. Students will change into an active wear that isn’t worn to school with a score of 3 or above on the rubric in all of the team activity choices.</li> <li>b. During tag rugby students will be responsible in wearing appropriate (old) shoes while participating outside.</li> <li>c. In basketball, students will wear the appropriate knee and ankle supports for personal reasons or as prescribed by a physician.</li> <li>d. In team handball, students will personally be responsible to bring and use an inhaler as prescribed by their physician.</li> </ul>	<p><u>Responsible person and social behavior</u> <u>Rubric Example</u> 4 = The student <b>Consistently Demonstrates</b> dressing appropriately for physical activity. 3 = The student <b>Frequently Demonstrates</b> dressing appropriately for physical activity. 2 = The student <b>Inconsistently Demonstrates</b> dressing appropriately for physical activity. 1 = The student <b>Unsuccessfully Demonstrates</b> dressing appropriately for physical activity.</p>	

Standard	GLIs	Assessment	OGT
<p><b>Standard 6</b></p> <p>Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>1. Identifies reasons to participate with a score of 3 or above on the rubric in one of the team activity category choices (i.e. health, enjoyment, challenge, self-expression, and social interaction).</p> <ul style="list-style-type: none"> <li>h. In pickle ball, students enjoy the social interaction during the unit's co-ed tournament.</li> <li>i. In soccer, reemphasizes team work and acceptance of things you cannot change (e.g., referee decisions).</li> <li>j. In a soccer unit, reemphasizes patience with self and others and freedom to display self-expression during games play.</li> <li>k. During a team handball unit students learn to relieve stress and interaction with peers on a more calm and subtle level.</li> </ul>	<p><u>Values Rubric Example</u></p> <p>4 = The student <b>Consistently Identifies</b> the reason why students enjoy pickle ball during the unit's co-ed tournament, (e.g., social interaction).</p> <p>3 = The student <b>Frequently Identifies</b> the reason why students enjoy pickle ball during the unit's co-ed tournament, (e.g., social interaction).</p> <p>2 = The student <b>Inconsistently Identifies</b> the reason why students enjoy pickle ball during the unit's co-ed tournament, (e.g., social interaction).</p> <p>1 = The student <b>Unsuccessfully Identifies</b> the reason why students enjoy pickle ball during the unit's co-ed tournament, (e.g., social interaction).</p>	
	<p>2. Enjoys working with others with a score of 3 or above on the rubric in one of the team choices to achieve a common goal.</p> <ul style="list-style-type: none"> <li>a. In basketball, shutting down an opposing teams offense by switching to a zone defense from a man to man defense.</li> <li>b. Students appreciate the social interactions gained from a floor hockey unit.</li> <li>c. In basketball, appreciating that all team members scored in the final game of the tournament.</li> <li>d. In a badminton doubles tournament, using both the side to side and the front and back defensive coverage in beating the opponent to win the match.</li> </ul>	<p><u>Values Rubric Example</u></p> <p>4 = The student <b>Consistently Demonstrates</b> the enjoyment of working with others in basketball by preventing a team from scoring when switching to a zone defense.</p> <p>3 = The student <b>Frequently Demonstrates</b> the enjoyment of working with others in basketball by preventing a team from scoring when switching to a zone defense.</p> <p>2 = The student <b>Inconsistently Demonstrates</b> the enjoyment of working with others in basketball by preventing a team from scoring when switching to a zone defense.</p> <p>1 = The student <b>Unsuccessfully Demonstrates</b> the enjoyment of</p>	

		working with others in basketball by preventing a team from scoring when switching to a zone defense.	
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Standard	GLIs	Assessment	OGT
	<p>3. Reflects on reasons for choosing to participate with a score of 3 or above on the rubric in one or all of the team activity choices.</p> <ul style="list-style-type: none"> <li>a. In soccer making a precise pass through the defense so that a teammate can run onto the ball to score a goal.</li> <li>b. In ultimate frisbee, knowing the importance of improving individual skill performance (accuracy in throwing the frisbee) in order to contribute to the team.</li> <li>c. In team handball, reflects on how enjoyable it is to score a point off of a screen play.</li> <li>d. In floor hockey, stopping a puck at the goal line from a shot at half court as time expires.</li> <li>e. In basketball, making two shots from the free throw line to send the game into overtime.</li> </ul>	<p><u>Values Rubric Example</u>  4 = The student <b>Consistently Identifies</b> reasons for choosing to participate in soccer, (e.g., enjoyment of making an assist from a precision pass).  3 = The student <b>Frequently Identifies</b> reasons for choosing to participate in soccer, (e.g., enjoyment of making an assist from a precision pass).  2 = The student <b>Inconsistently Identifies</b> reasons for choosing to participate in soccer, (e.g., enjoyment of making an assist from a precision pass).  1 = The student <b>Unsuccessfully Identifies</b> reasons for choosing to participate in soccer, (e.g., enjoyment of making an assist from a precision pass).</p>	
	<p>4. Students will dress appropriately for physical activity with a score of 3 or above on the rubric in all of the team activity choices.</p> <ul style="list-style-type: none"> <li>a. Students will create a pamphlet for the unit’s team handball tournament.</li> <li>b. Students will create a pamphlet on the health benefits of team activities that involve moderate to vigorous exercise in promoting life long sports.</li> </ul>	<p><u>Values Rubric Example</u>  4 = The student <b>Consistently Demonstrates</b> the ability to create a pamphlet on the health benefits of team handball as a life long sport.  3 = The student <b>Frequently Demonstrates</b> the ability to create a pamphlet on the health benefits of team handball as a life long sport.  2 = The student <b>Inconsistently</b></p>	

	<p>c. Students will create a poster on community resources where individuals can have access to orienteering courses.</p>	<p><b>Demonstrates</b> the ability to create a pamphlet on the health benefits of team handball  1 = The student <b>Unsuccessfully Demonstrates</b> the ability to create a pamphlet on the health benefits of team handball as a life long sport.</p>	
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Standard	GLIs	Assessment	OGT
	<p>5. Creates self rewards for achieving personal skill related goals with a score of 3 or above on the rubric for any or all team activity choices.</p> <p>a. Students will create a self-reward on consistently demonstrating using correct form in a forehand stroke in badminton.</p> <p>b. Students will create a self-reward on consistently demonstrating using correct form while executing a drop shot in pickle ball.</p> <p>c. Students will create a self-reward on consistently demonstrating using correct form in the proper technique of successfully advancing a rugby ball forward.</p> <p>d. Students will create a self-reward for using aerobic dance steps to develop a personal dance routine.</p>	<p><u>Values Rubric Example</u>  4 = The student <b>Consistently Demonstrates</b> the ability to create a self-reward on consistently demonstrating using the correct form in a forehand stroke in tennis.  3 = The student <b>Frequently Demonstrates</b> the ability to create a self-reward on consistently demonstrating using the correct form in a forehand stroke in tennis.  2 = The student <b>Inconsistently Demonstrates</b> the ability to create a self-reward on consistently demonstrating using the correct form in a forehand stroke in tennis.  1 = The student <b>Unsuccessfully Demonstrates</b> the ability to create a self-reward on consistently demonstrating using the correct form in a forehand stroke in tennis.</p>	

## Middle School Physical Education Rhythmic Activities

Standard	GLIs	Assessment	OGT
<p><b>Standard 1</b></p> <p>Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p>	<p>2. Students will demonstrate with a score of 3 or above on the rubric their knowledge of kinesthetic awareness in rhythmic activities.</p>	<p><u>Rhythmic Activities Skill Rubric</u> <u>Example</u> 4 = The student <b>Consistently Demonstrates</b> coordination of their upper and lower body during rhythmic movements. 3 = The student <b>Frequently Demonstrates</b> coordination of their upper and lower body during rhythmic movements. 2 = The student <b>Inconsistently Demonstrates</b> coordination of their upper and lower body during rhythmic movements. 1 = The student <b>Unsuccessfully Demonstrates</b> coordination of their upper and lower body during rhythmic movements.</p>	
	<p>3. Students will demonstrate with a score of 3 or above on the rubric increased spatial awareness in rhythmic activities.</p>	<p><u>Rhythmic Activities Skill Rubric</u> <u>Example</u> 4 = The student <b>Consistently Demonstrates</b> their ability to stay on the dance mat during Geofitness activities. 3 = The student <b>Frequently Demonstrates</b> their ability to stay on the dance mat during Geofitness activities. 2 = The student <b>Inconsistently Demonstrates</b> their ability to stay on the dance mat during Geofitness activities. 1 = The student <b>Unsuccessfully Demonstrates</b> their ability to stay on the dance mat during Geofitness activities.</p>	



	<p>4. Students will demonstrate with a score of 3 or above on the rubric accurate memorization and reproduction of movement sequences using different styles of rhythmic activities.</p>	<p><u>Rythmic Activities Skill Rubric</u>  <u>Example</u>  4 = The student <b>Consistently Demonstrates</b> the basic electric slide steps.  3 = The student <b>Frequently Demonstrates</b> the basic electric slide steps.  2 = The student <b>Inconsistently Demonstrates</b> the basic electric slide steps.  1 = The student <b>Unsuccessfully Demonstrates</b> the basic electric slide steps.</p>	
	<p>5. Students will demonstrate with a score of 3 or above on the rubric their ability to transfer a rhythmic pattern from the auditory to the kinesthetic.</p>	<p><u>Rythmic Activities Skill Rubric</u>  <u>Example</u>  4 = The student <b>Consistently Demonstrates</b> the Hip Hop movements in Geofitness.  3 = The student <b>Frequently Demonstrates</b> the Hip Hop movements in Geofitness.  2 = The student <b>Inconsistently Demonstrates</b> the Hip Hop movements in Geofitness.  1 = The student <b>Unsuccessfully Demonstrates</b> the Hip Hop movements in Geofitness.</p>	
	<p>6. Students will demonstrate with a score of 3 or above on the rubric their ability to transfer a spatial pattern from visual to kinesthetic.</p>	<p><u>Rythmic Activities Skill Rubric</u>  <u>Example</u>  4 = The student <b>Consistently Demonstrates</b> follows the arrows during Dance Dance Revolution.  3 = The student <b>Frequently Demonstrates</b> follows the arrows during Dance Dance Revolution.  2 = The student <b>Inconsistently</b></p>	

		<p><b>Demonstrates</b> follows the arrows during Dance Dance Revolution. 1 = The student <b>Unsuccessfully Demonstrates</b> follows the arrows during Dance Dance Revolution.</p>	
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Standard	GLIs	Assessment	OGT
<p><b>Standard 2</b></p> <p>Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<p>1. Students will correctly identify the psychological factors that govern successful movement performance with a score of 3 or above on the rubric involved in any type of rhythmic movement.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>a. In Geofitness, correctly stepping on beat while the music is playing.</li> <li>b. In Dance Dance Revolution, reacting and stepping on the correct arrow during the game.</li> </ul>	<p><u>Rhythmic Activities Skill Rubric Example</u></p> <p>4 = The student <b>Consistently Demonstrates</b> correct steps on beat during Geofitness.</p> <p>3 = The student <b>Frequently Demonstrates</b> correct steps on beat during Geofitness</p> <p>2 = The student <b>Inconsistently Demonstrates</b> correct steps on beat during Geofitness</p> <p>1 = The student <b>Unsuccessfully Demonstrates</b> correct steps on beat during Geofitness</p>	
	<p>2. Students can create complex movement phrases through improvisation.</p>	<p>Student choreograph their own movements using the basic steps learned through Geofitness.</p>	
	<p>3. Students can compare and contrast rhythmic activities.</p>	<p>Paper comparing the similarities and differences between rhythmic activities.</p>	
	<p>4. Students can explain the physical and mental benefits of rhythmic activities.</p>	<p><u>Rhythmic Activities Rubric Example</u></p> <p>4 = The student <b>Consistently Explains</b> the physical and mental benefits of rhythmic activities.</p> <p>3 = The student <b>Frequently Explains</b> the physical and mental benefits of rhythmic activities.</p> <p>2 = The student <b>Inconsistently Explains</b> the physical and mental benefits of rhythmic activities.</p> <p>1 = The student <b>Unsuccessfully Explains</b> the physical and mental benefits of rhythmic activities.</p>	

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Standard	GLIs	Assessment	OGT
<p><b>Standard 3</b></p> <p>Participates regularly in Physical activity.</p>	<p>2. Students willingly participates in any type of rhythmic activity that is appropriate for maintaining or enhancing a healthy, active lifestyle with a score of 3 or above on the rubric.</p>	<p><u>Rythmic Activities Skill Rubric</u> <u>Example</u> 4 = The student <b>Consistently Participates</b> in rhythmic activities. 3 = The student <b>Frequently Participates</b> in rhythmic activities. 2 = The student <b>Inconsistently Participates</b> in rhythmic activities. 1 = The student <b>Unsuccessfully Participates</b> in rhythmic activities.</p>	
	<p>3. Students will monitor physical activity through the use of a pedometer and/or physical activity log while participating in any type of rhythmic activity with a score of 3 or above on the rubric.</p>	<p><u>Rythmic Activities Skill Rubric</u> <u>Example</u> 4 = The student <b>Consistently Monitors</b> their pedometer steps during rhythmic activity. 3 = The student <b>Frequently Monitors</b> their pedometer steps during rhythmic activity. 2 = The student <b>Inconsistently Monitors</b> their pedometer steps during rhythmic activity. 1 = The student <b>Unsuccessfully Monitors</b> their pedometer steps during rhythmic activity.</p>	

Standard	GLIs	Assessment	OGT
<p><b>Standard 4</b></p> <p>Achieves and maintains a health-enhancing level of physical fitness.</p>	<p>2 Students will achieve and maintain a health-enhancing level of physical fitness with a score of 3 or above on the rubric in any type of rhythmic activity.</p> <p>a. In Geofitness, students will be in their target heat rate zone for at least 30-50% of the class time.</p> <p>b. In Dance Dance Revolution, students will be engaged in at least 50% of the total activity time during physical education class.</p>	<p><u>Rythmic Activities Skill Rubric</u> <u>Example</u> 4 = The student <b>Consistently Demonstrate</b> working in their target heart rate zone. 3 = The student <b>Frequently Demonstrates</b> working in their target heart rate zone. 2 = The student <b>Inconsistently Demonstrates</b> working in their target heart rate zone.</p>	

		1 = The student <b>Unsuccessfully Demonstrates</b> working in their target heart rate zone.	
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Standard	GLIs	Assessment	OGT
<p><b>Standard 5</b></p> <p>Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>2. Students will acknowledge the strong performance of another person during a rhythmic activity with a score of 3 or above on the rubric.</p>	<p><u>Rythmic Activities Skill Rubric</u>  <u>Example</u>            4 = The student <b>Consistently Acknowledges</b> strong performance during rhythmic activity.            3 = The student <b>Frequently Acknowledges</b> strong performance during rhythmic activity.            2 = The student <b>Inconsistently Acknowledges</b> strong performance during rhythmic activity.            1 = The student <b>Unsuccessfully Acknowledges</b> strong performance during rhythmic activity.</p>	
	<p>3. Students will correctly peer assess their performance using checklists.</p>	<p>Peer Assessment Rubric</p>	
	<p>4. Students will select a safe distance between other students when participating in all types of rhythmic activities.</p>	<p><u>Rythmic Activities Skill Rubric</u>  <u>Example</u>            4 – <b>Consistently</b> select a safe distance between other students when participating in all types of rhythmic activities            3 – <b>Frequently</b> select a safe distance between other students when participating in all types of rhythmic activities            2 – <b>Inconsistently</b> select a safe distance between other students when participating in all types of rhythmic activities            1 – <b>Unsuccessfully</b> selects a safe distance between other students when participating in all types of rhythmic activities</p>	

Standard	GLIs	Assessment	OGT
<p><b>Standard 6</b></p> <p>Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>1. Identifies reasons to participate with a score of 3 or above on the rubric in any type of rhythmic activity (i.e. health, enjoyment, challenge, self-expression, and social interaction).</p>	<p><u>Rythmic Activities Skill Rubric</u>  <u>Example</u>  4 = The student <b>Consistently Identifies</b> reasons to participate in rhythmic activities.  3 = The student <b>Frequently Identifies</b> reasons to participate in rhythmic activities.  2 = The student <b>Inconsistently Identifies</b> reasons to participate in rhythmic activities.  1 = The student <b>Unsuccessfully Identifies</b> reasons to participate in rhythmic activities.</p>	
	<p>2. Reflects on reasons for choosing to participate with a score of 3 or above on the rubric in any type of rhythmic activity.</p>	<p><u>Rythmic Activities Skill Rubric</u>  <u>Example</u>  4 = The student <b>Consistently</b> provides reasons to participate in rhythmic activities.  3 = The student <b>Frequently</b> provides reasons to participate in rhythmic activities.  2 = The student <b>Inconsistently</b> provides reasons to participate in rhythmic activities.  1 = The student <b>Unsuccessfully</b> provides reasons to participate in rhythmic activities.</p>	

# **P.E. Sample Unit/Lesson Plans for Cooperative Activities**

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COLUMBUS PUBLIC SCHOOLS



PHYSICAL EDUCATION CURRICULUM GUIDE

GRADE LEVEL 6, 7	UNIT Cooperative Activities	TIME RANGE No less than 10 days	GRADING PERIOD ANY
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**NATIONAL STANDARD (S)**

Standard 1, Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2, Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3, Participates regularly in Physical activity.

Standard 4, Achieves and maintains a health-enhancing level of physical fitness.

Standard 5, Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6, Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**GRADE LEVEL INDICATORS (GLIs)**

How does a student demonstrate mastery?

**Standard 5: (GLI 1)** Students will behave in a manner that creates an emotionally safe environment with a score of 3 or above.

**Standard 5: (GLI 2)** Students will actively listen to others with a score of 3 or above.

**Standard 5: (GLI 3)** Students will accept responsibility from both success and failure with a score of 3 or above.

**Standard 6: (GLI 1)** Students will demonstrate a physically safe environment with a score of 3 or above.



**Standard 6: (GLI 2)** Students will give verbal assistance such as prompts, put ups, and specific directions when necessary with a score of 3 or above.

**Standard 6: (GLI 3)** Students will work together to achieve a common goal with a score of 3 or above.

**Standard 6: (GLI 4)** Students will understand how to apply concepts to their everyday lives with a score of 3 or above.

## SAMPLE ACHIEVEMENT TEST ITEMS

### **UNIT:** Cooperative Games

#### ***Short Answer (2 points)***

**Standard 5: (GLI 1)**

1. Explain the components of an emotionally safe environment.

**Standard 5: (GLI 1)**

2. One of your group members is having difficulty with a task. Describe a strategy you would use to help them.

**Standard 6: (GLI 1)**

3. Explain why it is important to keep you head above your feet.

**Standard 5: (GLI 1)**

4. Compare and contrast a put up and a put down.

#### ***Extended Response (4 points)***

**Standard 6: (GLI 4)**

1. Summarize the meaning of communication, cooperation, trust, and problem solving.

## SAMPLE ACHIEVEMENT TEST ITEMS (ANSWERS/RUBRICS)

### **UNIT:** Cooperative Games

#### ***Short Answer (2 points)***

##### **Standard 5: (GLI 1)**

1. Explain the components of an emotionally safe environment.

- Students should include two of the following, put ups, appropriate listening, receiving and giving assistance.

**2 points:** Answer contains two of the components with an explanation.

**1 point:** Answer contains one of the components.

**0 points:** Answer contains none of the above responses or no answer is attempted.

##### **Standard 5: (GLI 1)**

2. One of your group members is having difficulty with a task. Describe a strategy you would use to help them.

Students should discuss an appropriate strategy such as giving support, put ups, or giving physical assistance.

**2 points:** Answer contains one strategy and explains it.

**1 point:** Answer contains only the strategy.

**0 points:** Answer contains none of the above responses or no answer is attempted.

##### **Standard 6: (GLI 1)**

3. Explain why it is important to keep you head above your feet.

- Answer includes safety information including keeping your balance.

**2 points:** Answer contains a reason why it is important and explains it.

**1 point:** Answer contains only a reason and no explanation.

**0 points:** Answer contains none of the above responses or no answer is attempted.

##### **Standard 5: (GLI 1)**

4. Compare and contrast a put up and a put down.

- Answer should include examples of each such as “Good Job” and You Stink”

**2 points:** Answer contains a comparison and a contrast of a put up and a put down.

**1 point:** Answer contains only one comparison or contrast.

**0 points:** Answer contains none of the above responses or no answer is attempted.

*Extended Response (4 points)*

**Standard 6: (GLI 4)**

1. Summarize the meaning of communication, cooperation, trust, and problem solving.

- Student should correctly define all four concepts.

**4 points:** Answer contains all four concepts and defines them.

**3 points:** Answer contains three concepts and defines them.

**2 points:** Answer contains two concepts and defines them.

**1 point:** Answer contains one concept and defines it.

**0 points:** Answer contains none of the above responses or no answer is attempted.

## SAMPLE ACHIEVEMENT TEST ITEMS

### UNIT: Cooperative Games

<i>Multiple Choice</i>	<i>Multiple Choice</i>
<p><b>Standard 5: (GLI 1)</b></p> <p>1. Which is not an example of a put up is:</p> <ol style="list-style-type: none"> <li>a. Good Try!</li> <li>b. Great Idea!</li> <li>c. You Can Do It!</li> <li>d. You Stink!</li> </ol> <p><b>Standard 5: (GLI 3 )</b></p> <p>2. When accomplishing a task students should:</p> <ol style="list-style-type: none"> <li>a. Congratulate each other.</li> <li>b. Laugh at the other teams.</li> <li>c. Yell that it was too easy.</li> <li>d. Scream we are better than you are.</li> </ol> <p><b>Standard 5: (GLI 3)</b></p> <p>3. When your group fails you should:</p> <ol style="list-style-type: none"> <li>a. Blame others</li> <li>b. Quit and refuse to try again.</li> <li>c. Listen to suggestions from others.</li> <li>d. Decide this is stupid and give up.</li> </ol>	<p><b>Standard 6: (GLI 1)</b></p> <p>4. Which is not an example of a physically safe environment:</p> <ol style="list-style-type: none"> <li>a. Keeping your head above your feet.</li> <li>b. Appropriately spotting other students.</li> <li>c. Using equipment appropriately.</li> <li>d. Throwing group members.</li> </ol> <p><b>Standard 6: GLI 4)</b></p> <p>5. Which are components of a cooperative games unit:</p> <ol style="list-style-type: none"> <li>a. Winning, cheating, showboating, and bragging</li> <li>b. Strength, endurance, agility, and flexibility</li> <li>c. Communication, cooperation, trust and problem solving</li> <li>d. Reading, writing, math and science</li> </ol>
<b><i>Multiple Choice Answers</i></b>	
<p>1. d</p> <p>2. a</p> <p>3. c</p>	<p>4. d</p> <p>5. c</p>

## Cooperative Activities Unit Plan

One of the key aspects of teaching a cooperative activities unit is that the role of the teachers shifts to that of a facilitator. In this role the teacher provides the activity to the students, emphasizing the safety rules and the activity guidelines, and then facilitates the students working through the process of participating in the activity. These activities emphasize the value of the “process” and de-emphasize the outcome of the activity. The teacher can help to refocus the students if they are having trouble with the activity but should not give them the solution to the activity.

Core concepts	Sample activities
Communication (3 days)	<ul style="list-style-type: none"> <li>▪ Group juggle</li> <li>▪ Human Bingo</li> <li>▪ “Have you ever”</li> <li>▪ “What do you have in common”</li> <li>▪ Line ups</li> <li>▪ Animal sounds</li> <li>▪ 2 truths and a lie</li> </ul>
Cooperation (4 days)	<ul style="list-style-type: none"> <li>▪ Hula hoop</li> <li>▪ Zoom</li> <li>▪ Keep it up</li> <li>▪ Everybody up</li> <li>▪ Almost infinite circle</li> <li>▪ Jigsaw</li> <li>▪ Helium Stick</li> </ul>
Trust (3 days)	<ul style="list-style-type: none"> <li>▪ Partner walk</li> <li>▪ Minefield</li> <li>▪ Willow in the wind</li> <li>▪ All Aboard</li> <li>▪ Trust Fall</li> </ul>
Problem Solving (5 days)	<ul style="list-style-type: none"> <li>▪ Marble Pass</li> <li>▪ Toxic Waste</li> <li>▪ Mission Impossible</li> <li>▪ Diminishing Load</li> <li>▪ Tarp flip</li> <li>▪ Traffic Jam</li> </ul>

Once the activity has been completed the teacher should lead the students through a debriefing experience. The purpose of this experience is to help the students reflect on their experience through asking the following questions:

- What happened? This allows students the opportunity to reflect on what occurred during the activity. Examples of questions that may be asked under this section are:
  - Did you find the activity challenging? Why
  - Did you take a physical or emotional risk? Why was it risky?
  - Who took responsibility for which jobs?
  - Did you feel safe?
- So what? This allows the students to make connections between their ideas and experience. The teacher is trying to guide students through making some generalized statements about what made the activity successful. Examples of questions that may be asked under this section are:
  - What was the goal of the activity?
  - What did you learn about your self and/or group?
  - Why did we do this activity?
  - What is one thing you learned about the activity?
- Now what? This allows the students to apply what they have learned in this activity to other areas of their life or other situations. The teacher is trying to guide students through this process. Examples of questions that may be asked under this section are:
  - How can you apply what you learned to the real world?
  - What new personal goals can you set for your self?
  - Are you able to challenge yourself to take more risks after this experience?
  - What kinds of risks are you going to take now?

## Sample Cooperative Activities Lesson Plan

### Have You Ever?

**Purpose:** An active and fun way to get to know others and celebrate diversity.

Works well with large groups.

**Equipment needed:** enough poly spots, cones or markers for each student.

**Relationship to National Standards:** Standard 5 & Standard 6

**Procedures:** All students get in a circle and stand on a marker. Take one marker away and have that student stand in the center or teacher can start in the center. Person in the center states: “ My name is \_\_\_\_\_. Have you ever \_\_\_\_\_? (For example, “ My name is Allison. Have you ever been swimming? ) Any student who has done the activity has to move to another space. The student without a spot to stand on is in the middle and a repeats the phrase filling in the blanks.

**Closure and Assessment:** Students will sit in the middle of class in a semi-circle. Students will be asked three key questions. What? So what? Now What?

Discussion will center around what we did, why we did it, and what we do now? Exit Tickets are given and students are asked to explain one thing they learned about another person.



**P.E. Sample  
Unit/Lesson Plans for  
Team Activity Choices**

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### **P.E. Sample Unit/Lesson Plans for Team Activities**

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**COLUMBUS PUBLIC SCHOOLS**



**PHYSICAL EDUCATION CURRICULUM GUIDE**

<b>GRADE LEVEL</b> 6-8	<b>UNIT</b> Pickle Ball	<b>TIME RANGE</b> No less than 15 days	<b>GRADING PERIOD</b> Within the Semester
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**NATIONAL STANDARD (S)**

Standard 1, Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2, Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3, Participates regularly in Physical activity.

Standard 4, Achieves and maintains a health-enhancing level of physical fitness.

Standard 5, Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6, Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**GRADE LEVEL INDICATORS (GLIs)**

How does a student demonstrate mastery?

**Standard 1: (GLI 2)** Students will demonstrate with a score of 3 or above on the rubric in 3 basic offense strategies in the team activity choices if selected to implement.

**Standard 1: (GLI 3)** Students will demonstrate with a score of 3 or above on the rubric in at least 3 basic defense strategies from the team activity choices if selected to implement.

**Standard 2: (GLI 2)** Students will correctly identify biomechanical principles related to propelling and object far with a score of 3 or above on

the rubric in one of the three middle school activity choice categories.

**Standard 3: (GLI 2)** Students will monitor physical activity through the use of a pedometer and/or physical activity log while participating in the team activity choices with a score of 3 or above on the rubric.

**Standard 4: (GLI 1)** Students will achieve and maintain a health-enhancing level of physical fitness with a score of 3 or above on the rubric during team activity choices.

**Standard 5: (GLI 3)** Students will participate successfully in a cooperative learning group with a wide range of diverse members with a score of 3 or above on the rubric while participating in one of the team activity choices.

**Standard 5: (GLI 7)** Students will dress appropriately for physical activity with a score of 3 or above on the rubric in all of the team activity choices.

**Standard 6: (GLI 5)** Creates self rewards for achieving personal skill related goals with a score of 3 or above on the rubric for any or all team activity choices.

SAMPLE ACHIEVEMENT TEST ITEMS

**UNIT:** Pickle Ball

***Extended Response (4 points)***

**Standard 2: (GLI 2)**

1. Distinguish between the lob shot and the drop in attempting to get an opponent out of position during game play.

***Short Answer (2 points)***

**Standard 1: (GLI 4)**

1. In the game of pickle ball, students may participate in a singles or doubles match. Compare and contrast the two strategies relating to defensive responsibilities.

**Standard 6: (GLI 4)**

2. You are to develop a pickle ball pamphlet outlining skills and situations that will be taught during a unit. Choose two offensive and two defensive skills that should be included.

**Standard 1: (GLI 3)**

3. Please explain the service rotation for a doubles pickle ball game.

**Standard 5: (GLI 1)**

4. Why is the no volley zone so important to the game of pickle ball?

## SAMPLE ACHIEVEMENT TEST ITEMS (ANSWERS/RUBRICS)

### **UNIT:** Pickle Ball

#### ***Extended Response (4 points)***

##### **Standard 2: (GLI 2)**

1 Distinguish between the lob shot and the drop in attempting to get an opponent out of position during game play.

- Lob Shot: Is a shot that clears the ball over the defensive opponent to the back of the court allowing the offensive side to recover to an set up for an attacking shot.
- Drop Shot: Is a shot that is placed into the no-volley zone that catches the defensive team off guard forcing them to rush and reach for the ball.

**4 points:** Answer contains distinction between lob and drop shots and an explanation of the reasoning.

**3 points:** Answer contains distinction between lob and drop shots only.

**2 points:** Answer contains meaning of lob and drop shots and an explanation of the reasoning.

**1 point:** Answer contains meaning of lob and drop shots only.

**0 points:** Answer contains none of the above responses or no answer is attempted.

#### ***Short Answer (2 points)***

##### **Standard 1: (GLI 4)**

1. In the game of pickle ball, students may participate in a singles or doubles match. Compare and contrast the two strategies relating to defensive responsibilities.

- Singles 1 v. 1: defense concentrates on recovering to the center court and has the responsibility for the whole court.
- Doubles 2 v. 2: defense splits the court into two halves and partners play side by side. Each is responsible for her half, not the whole court.

**2 points:** Answer contains comparison of both plus defensive responsibilities.

**1 point:** Answer contains no comparison; only defensive responsibilities.

**0 points:** Answer contains none of the above responses or no answer is attempted.

##### **Standard 6: (GLI 4)**

2. You are to develop a pickle ball pamphlet outlining skills and situations that will be taught during a unit. Choose two offensive and two defensive skills that should be included.

- The student should pick any of the 6 offensive and 4 defensive skills and list them accordingly.

**2 points:** Answer contains two offensive and two defensive skills.

**1 point:** Answer contains one offensive and one defensive skill.

**0 points:** Answer contains none of the above responses or no answer is attempted.

**Standard 1: (GLI 3)**

3. Please explain the service rotation for a doubles pickle ball game.

- The student should describe which side of the service court is odd and which side is even when scoring. Students should also mention that both doubles players serve before the opposing team has the opportunity to serve.

**2 points:** Answer contains description of the appropriate side of service and that both players serve before their opponents serve.

**1 point:** Answer contains description of only both partners serving or which side to serve from related to the score being odd and even.

**0 points:** Answer contains none of the above responses or no answer is attempted.

**Standard 5: (GLI 1)**

4. Why is the no volley zone so important to the game of pickle ball?

- The student should explain the safety issue of smashing an object at close range and the gamesmanship of returning a shot made by an opponent.

**2 points:** Answer contains two of the above responses.

**1 point:** Answer contains one of the above responses.

**0 points:** Answer contains none of the above responses or no answer is attempted.

**SAMPLE ACHIEVEMENT TEST ITEMS**

**UNIT:** Pickle ball

<i>Multiple Choice</i>	<i>Multiple Choice</i>
<p><b>Standard 1: (GLI 2)</b>                      1 The height of a pickle ball net is:                      a. 3 feet six inches.                      b. 6 feet 3 inches.                      c. 36 inches                      d. 36 feet</p> <p><b>Standard 1: (GLI 3)</b>                      3 The no volley zone is how many feet away from the net:                      a. Three feet.                      b. Four feet.                      c. Seven feet.                      d. Ten feet.</p> <p><b>Standard 1: (GLI 4)</b>                      4 In doubles play both the receiving team and serving team must do what:                      a. Play their first shot off of a bounce.                      b. Agree on the score.                      c. Position the better player to receive the serve.                      d. Tap their paddles three times on the ground signaling a ready position.</p>	<p><b>Standard 2: (GLI 2)</b>                      5 Which is not an example of a fault in pickle ball:                      a. Stepping into the no volley zone and volleying the ball.                      b. Striking a ball that lands on the end line.                      c. Not clearing the net.                      d. Hitting the ball out of bounds.</p> <p><b>Standard 6: (GLI 4)</b>                      6 An official game is played to what score (provided that the winning player or team wins by two points):                      a. 10                      b. 12                      c. 15                      d. 11</p>
<p>1. c                      2. c                      3. a</p>	<p>4. b                      5. d</p>



**Middle School  
15 Day Sample Pickle Ball Unit Plan  
Team Activities**

<b>Lesson 1</b> <ul style="list-style-type: none"> <li>- Introduction to Pickle Ball</li> <li>- Show Video</li> <li>- Pop quiz</li> <li>- Question and answer session</li> <li>- Intro to the grip</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>- Review of Video and quiz</li> <li>- Review of the grip</li> <li>- Intro to early paddle position</li> <li>- Doubles Cooperative rally practice</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>- Doubles Cooperative rally practice</li> <li>- Positioning for forehand ground strokes</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>- Intro to backhand ground strokes with doubles cooperative rally practice.</li> </ul>	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>- Stations work of the components of the game of pickle ball</li> <li>- Volley</li> <li>- Serve</li> <li>- Drop Shot</li> <li>- Lob Shot or Deep Clear</li> <li>- Proper play in the “no volley zone”</li> </ul>
<b>Lesson 6</b> <ul style="list-style-type: none"> <li>- Day two of station work to develop and refine components of the game</li> <li>- Partner Pamphlet assignment.</li> </ul>	<b>Lesson 7</b> <ul style="list-style-type: none"> <li>- Competitive Doubles Rally practice (no score) with the focus on side to side and forward and backward court coverage</li> </ul>	<b>Lesson 8</b> <ul style="list-style-type: none"> <li>- Explanation of how to keep score with the proper serving rotation in doubles play</li> <li>- Modified Game Play</li> </ul>	<b>Lesson 9</b> <ul style="list-style-type: none"> <li>- Kings and Queens competitive court play</li> </ul>	<b>Lesson 10</b> <ul style="list-style-type: none"> <li>- Kings and Queens competitive court play</li> </ul>
<b>Lesson 11</b> <ul style="list-style-type: none"> <li>- <b><u>DOUBLES ROUND</u></b></li> </ul>	<b>Lesson 12</b> <ul style="list-style-type: none"> <li>- <b><u>ROBIN ELIMINATION</u></b></li> </ul>	<b>Lesson 13</b> <ul style="list-style-type: none"> <li>- <b><u>TOURNAMENT</u></b></li> <li>- <b><u>Partner Pamphlets Due</u></b></li> </ul>	<b>Lesson 14</b> <ul style="list-style-type: none"> <li>- Two day singles elimination tournament</li> </ul>	<b>Lesson 15</b> <ul style="list-style-type: none"> <li>- Second Day of singles elimination tournament</li> <li>- Awards Presentation</li> </ul>

**LESSON 5**

**Purpose**

- During station work, students will develop and refine the five key components used in a pickle ball game: the serve, positioning after the serve, lob shot, drop shot, volley with an opponent and play in the no volley zone.
- Students will develop a strategy for the game using the components used in class today.

## Equipment

1 pickle ball paddle per student, 6 pickle ball courts, 4 milk crates or empty trash cans, white vinyl floor tape or chalk for outside courts

## Stations

- a. Student A stands three feet behind the no volley zone line. Student B who is standing on the other side of the net tosses or throws a pickle ball to Student A. Student A attempts to use a drop shot that lands on the opposite side of the net in the no volley zone.
- b. Student A stands at the net. Student B is standing at about mid-court. Student A tosses a pickle ball to student B that bounces at least one time. Student B attempts to hit a high lob shot that lands two feet away from the end line in Student A's court. For extended practice students can attempt to land the ball in either an empty trash can or milk crates.
- c. Standing within one foot of the no volley zone line students will count the number of successful cooperative volley's hit to both the forehand and backhand.
- d. From the end line, students will serve five times and rotate with the students at that station. On half a court students will keep track of the number of rally hits made in a five minute time frame.
- e. Students will practice their tactical play off of the service. Student A will cross court serve to Student B. Student B will return the serve. Student A will attempt to move quickly towards the net attempting to hit a passing shot past Student A.
- f. Practice games to five points, winners stay on for a maximum of two consecutive games.

### **Assessment: Students will have approximately 5-6 minutes at each station.**

1. At station one, students will write down their best score out of ten attempts. Students will receive 2 points for every successful ball that lands in the no volley zone and zero points on any shot that lands outside the no volley zone.
2. At station two, students will write down their best score out of five attempts. Students will receive 1 point for getting the ball over the net, two points for getting the shot inside the four foot line three points inside the three foot line and five points within two feet of the end line.
3. Students will record the best successive volley hits made with a partner within a five to six minute time frame.
4. Students will receive one point for getting the ball across the net, two points if it lands in the correct service court, three points if it lands in the large box (made of tape or chalk) in the opposite rear corner, and five points if it lands in the smaller box located within the larger box.
5. Students will record the best out of five attempts the number of good passing shots made against a partner. A student receives 0 points for a shot that doesn't get across the net, three points for making the passing shot and a negative one point if your partner can return your passing shot.
6. Write down scores and the number of wins (games to five) during the time spent at that station.

**P.E. Sample  
Unit/Lesson Plans for  
Rhythmic Activities**

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**COLUMBUS PUBLIC SCHOOLS**



**PHYSICAL EDUCATION CURRICULUM GUIDE**

<b>GRADE LEVEL</b> 6, 7	<b>UNIT</b> Geodance	<b>TIME RANGE</b> No less than 10 days	<b>GRADING PERIOD</b> ANY
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**NATIONAL STANDARD (S)**

Standard 1, Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2, Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3, Participates regularly in Physical activity.

Standard 4, Achieves and maintains a health-enhancing level of physical fitness.

Standard 5, Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6, Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**GRADE LEVEL INDICATORS (GLIs)**

How does a student demonstrate mastery?

**Standard 1: (GLI 1)** Students will demonstrate with a score of 3 or above on the rubric their knowledge of kinesthetic awareness in rhythmic activities.

**Standard 1: (GLI 2)** Students will demonstrate with a score of 3 or above on the rubric increased spatial awareness in rhythmic activities.

**Standard 1: (GLI 3)** Students will demonstrate with a score of 3 or above on the rubric accurate memorization and reproduction of movement sequences using different styles of rhythmic activities.

**Standard 1: (GLI 4)** Students will demonstrate with a score of 3 or above on the rubric their ability to transfer a rhythmic pattern from the auditory to the kinesthetic.

**Standard 1: (GLI 5)** Students will demonstrate with a score of 3 or above on the rubric their ability to transfer a spatial pattern from visual to kinesthetic.

**Standard 2: (GLI 1)** Students will correctly identify the psychological factors that govern successful movement performance with a score of 3 or above on the rubric involved in any type of rhythmic movement.

**Standard 2: (GLI 2)** Students can create complex movement phrases through improvisation.

**Standard 2: (GLI 3)** Students can compare and contrast rhythmic activities.

**Standard 2: (GLI 4)** Students can explain the physical and mental benefits of rhythmic activities.

**Standard 3: (GLI 1)** Students willingly participates in any type of rhythmic activity that is appropriate for maintaining or enhancing a healthy, active lifestyle with a score of 3 or above on the rubric.

**Standard 3: (GLI 2)** Students will monitor physical activity through the use of a pedometer and/or physical activity log while participating in any type of rhythmic activity with a score of 3 or above on the rubric.

**Standard 4: (GLI 1)** Students will achieve and maintain a health-enhancing level of physical fitness with a score of 3 or above on the rubric in any type of rhythmic activity.

## SAMPLE ACHIEVEMENT TEST ITEMS

### **UNIT:** Geodance

#### ***Extended Response (4 points)***

##### **Standard 2: (GLI 2)**

1. Choreograph and teach your own dance phrases and routine to the class.

#### ***Short Answer (2 points)***

##### **Standard 2: (GLI 1)**

1. What are the cues for correctly stepping during a song on the dance mat?

##### **Standard 2: (GLI 3)**

2. Describe the similarities and differences between different rhythmic activities.

##### **Standard 2: (GLI 4)**

3. What are the physical and mental benefits of participating in rhythmic activities?

##### **Standard 5: (GLI 1)**

4. What are the components of a good performance?

## SAMPLE ACHIEVEMENT TEST ITEMS (ANSWERS/RUBRICS)

### **UNIT:** Geodance

#### ***Extended Response (4 points)***

##### **Standard 2: (GLI 2)**

1. Choreograph and teach your own dance phrases and routine to the class.  
- Dance routine should consist of at least three complex dance phrases

**4 points:** Dance routine contains at least three complex dance phrases.

**3 points:** Dance routine contains at least two complex dance phrases.

**2 points:** Dance routine contains at least one complex dance phrase.

**1 point:** Dance routine contains simple dance phrases.

**0 points:** Dance routine follows one or no dance phrases.

#### ***Short Answer (2 points)***

##### **Standard 2: (GLI 1)**

1. What are the cues for correctly stepping during a song on the dance mat?

- Knees slightly bent
- Stay on the balls of your feet

**2 points:** Answer contains two of the above responses.

**1 point:** Answer contains one of the above responses.

**0 points:** Answer contains none of the above responses or no answer is attempted.

##### **Standard 2: (GLI 3)**

2. Describe the similarities and differences between different rhythmic activities.

- Each activity follows a certain rhythm.
- Each activity has a different type of basic step.

**2 points:** Answer contains two of the above responses.

**1 point:** Answer contains one of the above responses.

**0 points:** Answer contains none of the above responses or no answer is attempted.

##### **Standard 2: (GLI 4)**

3. What are the physical and mental benefits of participating in rhythmic activities?

- Rhythmic activities improve your total body coordination.
- Rhythmic activities provide health and wellness benefits when done for 30 minutes or longer.

**2 points:** Answer contains two of the above responses.

**1 point:** Answer contains one of the above responses.

**0 points:** Answer contains none of the above responses or no answer is attempted.



**Standard 5: (GLI 1)**

4. What are the components of a good dance routine?

- Good dance routines consist of a variety of different dance phrases.
- Dance steps are performed on rhythm.

**2 points:** Answer contains two of the above responses.

**1 point:** Answer contains one of the above responses.

**0 points:** Answer contains none of the above responses or no answer is attempted.

## SAMPLE ACHIEVEMENT TEST ITEMS

**UNIT:** Geodance

<i>Multiple Choice</i>	<i>Multiple Choice</i>
<p><b>Standard 1: (GLI 1)</b>            1. What is coordination?            a. Ability to use strength quickly.            b. Being able to use two or more body parts at the same time.            c. Changing body position quickly.            d. Moving quickly to a signal.</p> <p><b>Standard 1: (GLI 3)</b>            2. How many beats are there in a hip-hop rhythm?            a. 2            b. 3            c. 4            d. 5</p> <p><b>Standard 1: (GLI 3)</b>            3. How do you count the east coast basic step?            a. 1,2, and 3            b. And 1, 2, 3            c. 1, 2, 3, and 4            d. And 1, 2, 3, 4</p>	<p><b>Standard 2: (GLI 4)</b>            1. Benefits of participating in rhythmic activities include everything listed except:            a. Builds total body coordination.            b. Improves timing.            c. Increases your power.            d. Experience health and wellness benefits.</p> <p><b>Standard 2: (GLI 1)</b>            2. Ready position for any type of Geofitness movement consist of these cues except:            a. Knees slightly bent            b. Weight on the balls of your feet            c. Toes pointed in            d. Weight slightly forward</p>
<b><i>Multiple Choice Answers</i></b>	
<p>1. b            2. c            3. a</p>	<p>4. c            5. c</p>

## GEODANCE SAMPLE LESSON/UNIT PLANS

### Sample Block Unit Plan

<b>Lesson 1</b> - Introduction - Mat Orientation	<b>Lesson 2</b> - Review Mat Orientation - Basic Steps and Rhythms Introduction	<b>Lesson 3</b> - Review Basic Steps and Rhythm - Continuous Basic Steps	<b>Lesson 4</b> - Latin Moves Introduction	<b>Lesson 5</b> - Review Latin Moves - Continuous Latin Movement
<b>Lesson 6</b> - Hip Hop Moves Introduction	<b>Lesson 7</b> - Review Hip Hop Moves - Continuous Hip Hop Moves	<b>Lesson 8</b> - Partner Moves Introduction	<b>Lesson 9</b> - Review Partner Moves - Continuous Partner Moves	<b>Lesson 10</b> - Review Basic, Latin, and Hip Hop Moves - Choreographing Your Own “GeoMoves”
<b>Lesson 11</b> - Practice “GeoMove” Presentations	<b>Lesson 12</b> - “GeoMove” Presentations	<b>Lesson 13</b> - Finish “GeoMove” Presentation	<b>Lesson 14</b> - Peer Assessment over Basic, Latin, and Hip Hop Moves	<b>Lesson 15</b> - Teacher Assessment over Basic, Latin, and Hip Hop Moves

### LESSON 6

#### Purpose

- Students will understand the basic Hip Hop movements
- Students will understand the similarities and differences between the basic, Latin, and Hip Hop movements

#### Procedure

2. Introduce and explain what the basic Hip Hop steps are.
3. Lead or have the Hip Hop video lead the class through some basic Hip Hop steps.
4. Review what each Hip Hop step consist of and the differences and similarities are between each.

#### Teaching Hints

- Review what the basic cues are for the ready stance.

- Use cues from the basic and Latin steps to reinforce and emphasize the similarities between the rhythmic activities.

**Assessment**

- Have student leaders lead the class through a few songs using the Hip Hop steps in their own order.
- Have students explain to you what the differences and similarities are between the basic, Latin and Hip Hop steps.

## **PURPOSE AND USE OF EXCEL GRADE BOOK**

**The purpose of this excel grade book on the following page is to reduce the amount of time that is required to input students' grades during the course of a physical education unit with the use of a teachers electronic grade book specially created by Microsoft Office for teachers.**

**Also, this excel spreadsheet can be used as a paper copy and the calculations can be completed by using a calculator over the course of the unit.**

**This grade book can be used electronically through the use of a Microsoft Office Excel spread sheet with all the formulas pre-created on a template. This spread sheet can be downloaded at the following web site: <http://office.microsoft.com/en-us/templates/CT062100801033.aspx>**

**Additional Microsoft Office Excel Spreadsheet training can be received through the district's Instructional Technology office at Hudson, or for additional information contact the district's physical education office.**

### **Steps to get you started using the template:**

- 1. Input your unit rubrics in upper part of spreadsheet.**
- 2. In the middle of the spreadsheet input your standards/GLIs and the possible points for each that you will be grading.**
- 3. Below the points the spreadsheet will ask you to identify how many points are possible and how many assignments will be graded.**
- 4. Next input the GLIs that will be graded below the total possible points, inputting from left to right.**
- 5. Input all students' names for this class and label the worksheet at the bottom with the class name.**

# SAMPLE EXCEL GRADE BOOK

Input Unit Rubrics

- Rubric**
- (4) Consistently Demonstrates
  - (3) Frequently Demonstrates
  - (2) Inconsistently Demonstrates
  - (1) Unsuccessfully Demonstrates.

Input standards that are being assessed along with the GLIs and possible points for each GLI.

GRADE & GPA TABLE									
<b>Average</b>	0%	60%	63%	67%	70%	73%	77%	80%	83%
<b>Ltr Grade</b>	F	D-	D	D+	C	C	C	B-	B
<b>GPA</b>	0.00	0.67	1.00	1.33	1.67	2.00	2.33	2.67	3.00

School Name

Teacher Name  
Grade Level

Standard and GLI Possible Points	Standard 1 GLI 1	Standard 2 GLI 3	Standard 3 GLI 3	Standard 4 GLI 1	Standard 5 GLI 7	Standard 6 GLI 2
	4	4	4	4	4	4

Semester

Input number of GLIs that will be graded and total points

**Total number of GLI's and tests: 6**  
**Total possible points: 24**

GLIs and Standards

Unit: Soccer

STUDENT NAME	STUDENT ID	Average	Ltr Grade	GPA	1.1	2.3	3.3	4.1	5.7	6.2
John Doe					3	2	4	4	3	3
Jane					3	3	3	3	3	3
Isaiah					3	3	3	3	3	3

Input Scores for each GLI

Input student names

Grades are automatically calculated for you on the spreadsheet.

## RESOURCES

Griffin, L.L., Mitchell, S.A., & Oslin, J.L., (1997). *Teaching sport concepts and skills: A tactical games approach*. Champaign, IL: Human Kinetics.

Lund, J.L, Kirk, M. F., (2002). *Performance-based assessment for middle and high school physical education*. Champaign, IL: Human Kinetics.

Lund, J., Tannehill, D., (2005). *Standards-Based Physical Education Curriculum Development*. Sudbury, Ma, Jones and Bartlett Publishers.

National Association for Sport and Physical Education, (2004). *Moving into the future: National standards for physical education* (2<sup>nd</sup> ed.). Reston, VA: Author.

Complete Guide to Sport Education by Daryl Siedentop, Peter A. Hastie, and Hans van der Mars, 2004, Champaign, IL: Human Kinetics.