

Oldmans Township School District

# Comprehensive Health and Physical Education

Physical Education Curriculum



Revised 2010

## Program Overview

The Health and Physical Education program is designed to introduce and promote health literacy in our students. Lessons in current health concepts and physical activities encourage students to strive toward their personal levels of wellness. Knowledge of how their body works, healthy eating habits, awareness of personal safety, decision making skills, social interactions, effects of drugs and alcohol, and the ability to set goals empower students to make responsible, safe, and healthful choices throughout their lives

An understanding of movement concepts and participation in a variety of games, sports, dance, fitness activities, and lifetime recreational activities enables students to develop and maintain a healthy lifestyle. These acquired skills help students become active learners in the classroom; they learn to work together in groups, develop positive attitudes, resolve conflicts, and complete self-directed projects. Healthy students are learners who are emotionally and physically healthy, motivated, civically engaged, and responsible for their choices.

Through a comprehensive Health and Physical Education program, we are providing students with an integral component of a 21<sup>st</sup> century education.



<b>Technology/Media</b>	<b>Interdisciplinary Connections</b>	<b>Enrichment Activities</b>	<b>Accommodations for SE and ELL</b>
<p>CD: <u>Cool Aerobics for Kids</u></p> <p>Websites: <a href="http://www.pecentral.org">www.pecentral.org</a> <a href="http://www.americanheart.org">www.americanheart.org</a></p> <p>video – <u>Aerobikids</u></p> <p>Equipment: TV/VCR/DVD player CD-Dual Cassette Stereo Stopwatch Countdown Timer</p>	<p>Science – heart model Math - Counting heart beats Recording scores Health – The relationship between physical activity and health</p>	<p>Lunch Recess relays and fitness challenges.</p> <p>Bring in pictures of family or pictures from magazines of people participating in sports or physical activities.</p>	<p>Demonstration and partner activities.</p> <p>Modify style or intensity of skill.</p> <p>Videos</p> <p>Activity pictures</p>

Subject: Physical Education

Grades: K-2

Unit: Locomotor

Desired Results	NJCCCS	Learning Plan	Assessment	Resources
<p>SWBAT: Perform loco-motor skills with developmentally appropriate form.</p>	<p>2.5.2 A All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p>	<p>CPI 2.5.2 A1 Introduce ways to move – walk, run, gallop, glide, hop, jump, skip CPI 2.5.2 A2 Demonstrate changes in levels, directions, and pathways. Using jump ropes, hoops, floor arrows, and footprints create pathways through which to move. Working with a partner, vary the floor pattern and skills used.  CPI 2.5.2 A2 Demonstrate changes in time, force, and flow. Introduce locomotor relays and tagging games.  CPI 2.5.2 A3 Respond in movement to changes in tempo, beat, rhythm, or musical style. Vary music and performance with partner (“Copy Cats”), small groups as a leader and line, or alone in response to verbal cues. Introduce singing games (such as “Thread Follows the Needle”), circle dances (such as “Hokey Pokey”), and Folk Dances (such as Kinderpolka).</p>	<p>Locomotor skills checklist  Teacher observation and partner feedback.</p>	<p>Teacher created games(Follow the leader, “Go, Go, Stop”, “Freeze”)  <u>Movement with a Purpose</u> by Madeleine Brehm and Nancy Tindell  <u>Indoor Action Games for Elementary Children</u> by David R. Foster and James L. Overholt  <u>Rhythmic Activities and Dance</u> by John Price Bennett and Pamela Coughenour Riemer</p>

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>TV/VCR/DVD player  CD-Dual Cassette  Stereo  CD's: <u>Kids Fun</u>,  <u>Kids Party Fun</u>,  <u>All-Time Favorite</u>  <u>Dances</u>,  <u>Children of the World</u>  (multicultural rhythmic activities)</p> <p>Videos:  <u>Kids and Ladders</u> by  Joe Dinoffer  <u>Multicultural Folk</u>  <u>Dances</u></p> <p>Websites:  <a href="http://www.pecentral.org">www.pecentral.org</a>  <a href="http://www.funattic.com/games.htm">www.funattic.com/games.htm</a></p>	<p>LAL – responding in movement to stories read aloud by the teacher. i.e. <u>The Rabbit and the Turtle</u> – <u>Aesop's Fables</u> by Eric Carle</p> <p>Math – counting  -Creating floor patterns</p> <p>Visual and Performing Arts - Dances</p>	<p>Mimic animal walks.</p> <p>Create pathways and use variations in locomotor skills to move through them.</p> <p>Lunch Recess – relays and challenges.</p> <p>Field Day events</p>	<p>Demonstration of skill or activity.</p> <p>Modify skill or equipment</p> <p>Partner pairing</p> <p>Animal or skill pictures.</p>



Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>TV/VCR/DVD Player</p> <p>Jump Rope for Heart videos</p> <p>CD-Dual Cassette player</p> <p>CD: <u>Station to Station New Country Rhythms</u></p> <p><a href="http://www.pecentral.org">www.pecentral.org</a> <a href="http://www.funattic.com/games.htm">www.funattic.com/games.htm</a></p>	<p>LAL – skill vocabulary on signs and posters.</p>	<p>Station activities using a variety of equipment: frog bean bags, rubber fish, pocket targets, mini folding basketball net. Advanced skill students increase the challenges by increasing distances to targets and performing skill combinations.</p> <p>Variations in skill – turn rope backwards, move while jumping. Add next level of skill cards (white).</p> <p>Lunch Recess – rope jumping challenges</p>	<p>Demonstration of skill.</p> <p>Partner pairing</p> <p>Variations in size and type of equipment used, “jingle” ball (for sound)</p> <p>Skill picture charts</p> <p>Video</p> <p>Teacher or partner holds one end of single rope.</p>

Subject: Physical Education

Grade level: K – 2

Unit: Small group games

Desired Results	NJCCCS	Learning Plan	Assessment	Resources
<p>SWBAT: Participate cooperatively with others.</p> <p>Practice appropriate and safe behavior while participating in activities</p>	<p>2.5.2 B.Strategy Demonstrate effective communication and other interactions between team members.</p> <p>2.5.2 C. Safety Practice appropriate and safe behaviors during play.</p>	<p>CPI 2.5.2 B1 Differentiate between competitive and cooperative strategies.</p> <p>Small group games:</p> <p>Hopscotch – taking turns</p> <p>Skill stations – Small groups rotate to skill areas such as</p> <ol style="list-style-type: none"> <li>1. Bean bag toss – taking turns and keeping score for the group -</li> <li>2. Scoop toss and catch to each other</li> <li>3. Mini basketball shooting at target</li> <li>4. Bounce back target</li> <li>5.</li> </ol> <p>CPI 2.5.2 C1, 2 Demonstrate good sportsmanship and follow safety rules.</p> <p>Cooperative relays – group working together to complete a task</p> <ol style="list-style-type: none"> <li>1. Rescue relay</li> <li>2. Hula hoop train</li> <li>3. Tadpole</li> </ol> <p>Parachute formations and games</p> <ol style="list-style-type: none"> <li>1. Umbrella</li> <li>2. Inside the Mountain</li> <li>3. Place exchange</li> <li>4. Merry-go-round</li> <li>5. Popcorn</li> </ol> <p>Scooters</p> <ol style="list-style-type: none"> <li>1. Safety rules</li> <li>2. Sitting on scooters – using legs to push, pull</li> <li>3. Lying on stomach – using arms to pull</li> <li>4. Partners working together – connect scooters</li> </ol>	<p>Teacher observation and “Smiley and Sad Face Cooperation Checklist”</p>	<p><u>Assessment Strategies for Elementary Physical Education</u> by Suzann Schiemer</p> <p><u>Making a Difference in Physical Education</u> by John Thomson and Nan Hazel</p> <p><u>The Multicultural Game Book</u> by Louise Orlando</p>

<b>Technology/Media</b>	<b>Interdisciplinary Connections</b>	<b>Enrichment Activities</b>	<b>Accommodations for SE and ELL</b>
Websites: <a href="http://www.pecentral.org">www.pecentral.org</a>  Videos: <u>Kids and Ladders</u>	LAL – vocabulary of physical activity words  Math – Problem solving skills	Home and extracurricular activity Chart  Lunch Recess games  Field Day	Demonstration of skill  Videos  Charts and pictures of activities  Partner pairing  Variations in size and style of equipment.

Subject: Physical Education  
 Grade level: 3 - 4  
 Unit: Fitness

Desired Results	NJCCCS	Learning Plan	Assessment	Resources
SWBAT: Demonstrate how each component of fitness contributes to personal health .	CCCS 2.6.4 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	CPI 2.6.4 A1 Determine the benefits of regular physical activity. Worksheet discussion of physical, social, emotional, and intellectual benefits.  CPI 2.6.4 A2 Participate in age- appropriate activities that address health-related and skill-related fitness. Warm-up activities that include partner running, distance running, jumping rope, calisthenics to music, strength stations, and fitness skill stations.  Physical Activity Logs  CPI 2.6.4 A3 Develop a fitness goal and track progress. Goal-setting lessons using previous fitness test scores. Tracking progress by recording scores from class activity challenges in portfolios.	Responses to worksheet discussion.  Student activity cards in portfolio.  Presidential Physical Fitness Test – yearly comparison  FITNESSGRAM Physical Fitness Test (pending software purchase)	Teacher created worksheets.  <u>The Elementary Physical Education Workbook</u> by Steve Moyer  “The President’s Challenge” brochure  Software program

<b>Technology/Media</b>	<b>Interdisciplinary Connections</b>	<b>Enrichment Activities</b>	<b>Accommodations for SE and ELL</b>
TV/VCR/DVD player CD-Dual Cassette Stereo CD's: <u>Rock and Roll Fitness Fun</u> <u>Cool Aerobics for Kids</u>  DVD: <u>Band Exercises</u> by Bonnie's Fitware Inc.  Website: <a href="http://www.presidents-challenge.org">www.presidents-challenge.org</a>	Language Arts – completing worksheets  Math –keeping logs, recording scores	Logs of home and extracurricular activities.  “Jump Rope for Heart” program by the American Heart Association	Modified test items  Partner practice  Demonstration and pictures of skills.

Subject: Physical Education

Grade level: 3 -4

Unit: Motor Skills

Desired Results	NJCCCS	Learning Plan	Assessment	Resources
<p>SWBAT: Perform essential elements of movement skills with control.</p> <p>Demonstrate faking, dodging, and defending space. Follow specific game rules.</p>	<p>2.5.4 A Demonstrate fundamental concepts of effective movement</p> <p>B.Strategy- Apply offensive, defensive and cooperative</p>	<p>CPI 2.5.4 A1 Explain and perform essential elements of movement in isolated and applied settings. Locomotor skills review: 1. Combining skills in relays – alone and with partners. Ex. Rescue relay, “Alligator” 2. Tagging games – “Crows and Cranes, Partner “Duck, Duck, Goose”, “Everybody It”, “Fire, Trees, Water 3. Rope Jumping Skills – Single and long rope - Vary jumping style with single rope - Jump in a turning long rope Throw and Catch review: 1. Boundary Ball 2. “Scramball”</p> <p>CPI 2.5.4 A2 Use body management skills and demonstrate control when moving.</p> <p>Self-Testing Activities: 1. Balance and agility skills 2. Tumbling on mats 3. Low balance beam 4. Movement combinations</p> <p>CPI 2.5.4 B1, 2 Explain and demonstrate basic strategies as well as acknowledge contributions of team members during play. CPI 2.5.4 C1, 2 Demonstrate good sportsmanship while playing by the rules during game activities. Lead-up games: 1. Dodging and tagging – “Flag Tag”, “Who’s Got the Football” 2. Kicking skills:</p>	<p>Teacher observation</p> <p>Review Red card skills and add white card skills</p> <p>Self-Testing checklists</p> <p>Partner scoring rubrics</p> <p>Sportsmanship Survey</p>	<p>Teacher created games and checklists.</p> <p><u>The Elementary Physical Education Workbook</u> by Steve Moyer <u>Assessment Strategies for Elementary Physical Education</u> by Suzann Schiemer</p> <p><u>Kidnastics</u> by Eric Malmberg</p> <p><u>Pre-Sport Skills Activities Program</u> by L.F. “Bud” Turner and Susan L. Turner</p>

	<p>strategies during play. C.Sports-manship – Demonstrate appropriate behavior both as a participant and as an observer</p>	<ul style="list-style-type: none"> <li>- Mini- Kickball</li> <li>- Circle soccer</li> <li>- Punt across</li> </ul> <p>3. Striking skills:</p> <ul style="list-style-type: none"> <li>- Beach ball volleyball</li> <li>- Hit and run – wiffle ball</li> <li>- Paddle Ball</li> </ul> <p>4. Basketball skills:</p> <ul style="list-style-type: none"> <li>- Relays – dribbling, passing</li> <li>- Basketball bowling – shooting game</li> </ul>		
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Technology/Media	Interdisciplinary Connections	Enrichment Activities
<p>Videos:  <u>Just Jump – Basic, Intermediate, and Advanced Jump Rope Skills</u> by the American Heart Association</p> <p><u>The Foundations of Gymnastic Excellence Series – No. 1 Pad Drills</u></p> <p><u>Teaching Kids Soccer</u> with Bob Gansler</p> <p><u>Teaching Kids Basketball</u> with John Wooden</p> <p>Equipment:            CD Dual Cassette Stereo</p> <p>Stopwatches</p> <p>Countdown timer</p>	<p>Social Studies: Discussion of game origins and comparisons.  <u>The Multicultural Game Book</u> by Louise Orlando</p> <p>LAL – Physical education sport terms</p> <p>Math – Recording scores</p>	<p>Lunch Recess – game challenges</p> <p>Extracurricular activity participants describe and demonstrate a skill.</p> <p>Field Day events</p>

Desired Results	NJCCCS	Learning Plan	Assessment	Resources
<p>SWBAT: Apply a variety of effective fitness principles to enhance personal fitness levels.</p>	<p>CCCS 2.6.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>	<p>CPI 2.6.6 A2 Determine to what extent various activities improve skill-related versus health-related fitness. Discussion of activities as a fitness challenge or a skill challenge.</p> <p>CPI 2.6.6 A3 Develop a fitness plan based on personal fitness level, and monitor health/fitness indicators. Using previous year’s physical fitness reports and gender/age requirements charts, students will develop a goal for each area of fitness. Use of pulse monitors to record resting, active, and recovery heart rates. Use of pedometers to record distances and calories used.</p> <p>CPI 2.6.6 A6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. Warm-up card challenges Physical Activity Logs</p>	<p>Student response to activity.</p> <p>Cumulative Presidential Physical Fitness Test reports.</p> <p>Student warm-up and fitness challenge cards in portfolios.</p>	<p>Teacher created fitness and skill related checklists.</p> <p><u>SPARK Active Recreation.</u> by Paul F. Rosengard et al</p> <p><u>FitDeck</u> – exercise playing cards</p>

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>FitnessTracker version 3.0 – official software of the President’s Challenge Physical Activity and Fitness Awards Program</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.foundation.sdsu.edu/projects/spark/index.html">www.foundation.sdsu.edu/projects/spark/index.html</a></p> <p>Equipment: Stopwatches Countdown Timers</p> <p>CD Player: <u>Station to Station Rock and Roll Rhythms</u></p>	<p>Language Arts – completing worksheets Math – keeping logs Health – Discussions of social, emotional and health benefits of activities.</p> <ul style="list-style-type: none"> <li>- Relating healthy eating and body composition to personal fitness.</li> <li>- Discussions of performance-enhancing substances on personal health.</li> </ul>	<p>Logs of home and extracurricular activities</p> <p>Lunch Recess – aerobic activities</p> <p>“Hoops for Heart” – American Heart Association program</p>	<p>Modified test items</p> <p>Partner activities</p> <p>Demonstration and pictures of skills</p>

Subject: Physical Education

Grade level: 5 -6

Unit: Motor Skills

Desired Results	NJCCCS	Learning Plan	Assessment	Resources
<p>SWBAT: Explain and perform movement skills with control in applied settings.</p> <p>Apply strategies to achieve individual and team goals.</p> <p>Follow game rules. Explain the origin of selected game</p> <p>SWBAT: Perform movement skills with control in game and</p>	<p>2.5.6A Demonstrate fundamental movement concepts</p> <p>2.5.6B Apply tactical strategies to achieve individual and team goals.</p> <p>2.5.6C Follow game and safety rules.</p>	<p>CPI 2.5.6 A1, 2 Perform movement skills effectively and with control.</p> <p>Locomotor skills review:</p> <ol style="list-style-type: none"> <li>1. Dodging and tagging – “Capture the Flag”</li> <li>2. Running and Jumping technique cues –(i.e. “Eye socket, hip pocket”)               <ul style="list-style-type: none"> <li>- 50 yard dash</li> <li>- Broad Jump</li> </ul> </li> <li>3. Jump Rope Routines – partners and small groups</li> </ol> <p>CPI 2.5.6 B1, 2 Demonstrate game strategies in individual and team activities and make modifications for improvement.</p> <p>Sports skills:</p> <ol style="list-style-type: none"> <li>1. Overhand throw and catching techniques               <ul style="list-style-type: none"> <li>- Partner practice with softball gloves- throw, catch, field</li> <li>- Games – Boundary Ball and Alaska Ball</li> </ul> </li> <li>2. Kicking skills – Technique cues for soccer and football style               <ul style="list-style-type: none"> <li>- Partner practice with soccer style kick and dribble</li> <li>- Partner practice with punt and catch</li> </ul> </li> <li>3. Striking skills – Technique cues for set, bump, underhand serve               <ul style="list-style-type: none"> <li>- Partner practice with “Floater” volleyball</li> <li>- Partner practice with paddle and sponge ball</li> <li>- Hitting pitched ball (Incrediball) with bat</li> </ul> </li> </ol> <p>CPI 2.5.6 C1, 2 Apply rules and procedures to enhance game play.</p> <p>Lead-up Games:</p> <p>Introduce game rules and discuss strategies</p> <ol style="list-style-type: none"> <li>1. Newcomb – volleyball skills with a bounce</li> <li>2. Boom Ball – Hitting PG ball with wooden bat</li> <li>3. 2 v. 2 soccer</li> <li>4. Keep Away</li> </ol>	<p>Teacher observation</p> <p>Group Assessment checklist</p> <p>Sports skill stations with partner assessments.</p> <p>Sportsmanship survey</p>	<p><u>Spark – Sports, Play and Active Recreation for Kids</u></p> <p><u>P.E. Teacher’s Skill by Skill Activities Program</u> by Lowell F. Turner and Susan Lilliman turner</p> <p><u>Cooperative games DVD</u></p>



Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>TV/VCR/DVD Player Videos: <a href="#">How to Yo-Yo</a> and <a href="#">Juggling for Success</a></p> <p>DVD: <a href="#">Best of New Games</a></p> <p><a href="http://www.pecentral.org">www.pecentral.org</a> <a href="http://www.funattic.com/games.htm">www.funattic.com/games.htm</a></p> <p>Equipment: Stopwatches Countdown Timer</p>	<p>Social Studies - Discuss history of the game.</p> <p>LAL – Sport vocabulary</p> <p>Math – scoring</p> <p>Visual and Performing Arts - Dance</p>	<p>Demonstrate and describe a skill for partner or group.</p> <p>Officiate or keep score for a game.</p> <p>Develop a tournament schedule for players.</p> <p>Report on a professional game seen or read.</p> <p>Lunch Recess games</p> <p>Field Day Events</p>	<p>Demonstration of skill.</p> <p>Modify skill or equipment.</p> <p>Videos</p> <p>Charts and pictures of skill.</p> <p>Partner practice and participation</p>

Subject: Physical Education

Grade level: 7 – 8

Unit: Fitness

Desired Results	NJCCCS	Learning Plan	Assessment	Resources
<p>SWBAT: Demonstrate knowledge of personal fitness levels. Apply a variety of effective training principles to enhance fitness, performance, and health.</p>	<p>CCCS 2.6.8 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>	<p>CPI 2.6.8 A2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>Using individual cumulative physical fitness reports, students will determine areas of strength and weakness. Comparing these areas to age/gender requirements, students will develop goals for this marking period.</p> <p>CPI 2.6.8 A3 Analyze how technological advances impact personal fitness.</p> <p>Pulse ring lesson – Demonstration and use of pulse ring monitors. Worksheets of resting, active and recovery heart rates. Use of monitors during class challenges. Discussion of data and the relationship to fitness levels. Pedometers – Demonstration and use of pedometers. Worksheets to determine stride length, distance traveled and calories spent. Use of pedometers during class challenges.</p> <p>CPI 2.6.8 A5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>Warm-up logs of activity in portfolios. Personal training logs</p>	<p>Cumulative Physical Fitness Report</p> <p>Student worksheets</p> <p>Student portfolios</p>	<p><a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></p> <p>FitDeck – exercise playing cards</p> <p>Sportime PulseRing brochure</p> <p>Physical Focus – Middle School Physical Education Eighth Grade by Kathy Ermler and Joella H. Mehrhof</p>

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>FitnessTracker version 3.0 – official software of the President’s Challenge Physical Activity and Fitness Awards Program</p> <p>CD-Dual Cassette player CD: <u>Station to Station New Country Rhythms</u></p> <p>Equipment: Stopwatches, Countdown Timer PulseRing monitor Accusplit heart rate monitor</p>	<p>Math – Comparing data</p> <ul style="list-style-type: none"> <li>- Interpreting charts</li> </ul> <p>Health – Summarizing social and emotional benefits of regular physical activity.</p> <ul style="list-style-type: none"> <li>- Determining ways to achieve healthy body composition through healthy eating, exercise, and other lifestyle behaviors.</li> <li>- Determine consequences of use of performance-enhancing substances.</li> </ul>	<p>Lunch Recess fitness activities – walking program, rope climbing, rope jumping, relays, aerobic games.</p> <p>Physical Activity Log</p>	<p>Demonstration of activities.</p> <p>Modify style or intensity of skill.</p> <p>Partner challenges</p> <p>Pictures of skills</p>

Subject: Physical Education

Grade level: 7 - 8

Unit: Motor Skills

Desired Results	NJCCCS	Learning Plan	Assessment	Resources
<p>SWBAT: Explain and demonstrate technique cues for movement skills.</p> <p>Complete and record scores on a skill test.</p> <p>Summarize rules and equipment used in a variety of games</p>	<p>2.5.8A Continue to improve motor skill performance.</p>	<p>CPI 2.5.8 A1, 2 Demonstrate the transition of movement skills from isolated to applied settings using concepts of motion to impact performance.</p> <p>CPI 2.5.8 A4 Detect errors and refine movement skills.</p> <p>Movement skills in Sports: Introduce activity with technique cues and demonstration</p> <p>Running and Jumping – Track events</p> <ol style="list-style-type: none"> <li>1. 50 yard Dash – using starting blocks</li> <li>2. Baton Relay</li> <li>3. Triple jump</li> <li>4. Hurdles</li> <li>5. Long Jump</li> </ol> <p>Throwing and passing skills – Review concepts for improving performance such as weight transfer, release, and follow through.</p> <ol style="list-style-type: none"> <li>1. Softball throw for distance</li> <li>2. Discuss throw using frisbee</li> <li>3. Football pass and catch technique</li> <li>4. Lacrosse throw – overhand and underhand motion with implement</li> </ol> <p>Striking skills – Review safety rules for equipment Introduce skill and practice in small group.</p> <ol style="list-style-type: none"> <li>1. Floor hockey – partner pass and control</li> <li>2. Softball – small groups with a pitcher, batter, catcher, and fielder.</li> </ol>	<p>Track and Field score sheets</p> <p>Partner skill rubrics</p> <p>Sport skill tests</p>	<p><u>Physical Focus – Middle School Physical Education Grade 8</u> by Kathy Ermler and Joella H. Mehrhof</p> <p><u>P.E. Teacher’s Skill by Skill Activities Program</u> by Lowell F. Turner and Susan Lilliman Turner</p> <p><u>The Sports Rules Book</u> with Thomas Hanlon</p>

<p>and sports.</p>	<p>2.5.8 B Strategy – Demonstrate tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork</p>	<p>CPI 2.5.8 B1, 2, 3 Demonstrate use of a variety of game strategies to accomplish an individual or team goal.  CPI 2.5.8 C1, 2 Assess player behavior for evidence of sportsmanship and summarize safety of play as it relates to equipment and rules.  CPI 2.5.8 C3 Review origins of games and the impact of different cultures on present day events.</p> <p>Team Sports:</p> <ol style="list-style-type: none"> <li>1. Flag Football – small groups 4 v. 4</li> <li>2. Speedball – combine soccer and keep away</li> <li>3. Lacrosse</li> <li>4. Basketball</li> <li>5. Floor Hockey</li> <li>6. Volleyball</li> <li>7. Slow Pitch Softball</li> <li>8. Cricket</li> </ol> <p>Cooperative and recreational games:</p> <ol style="list-style-type: none"> <li>1. Giant Volleyball – use 48” ball</li> <li>2. Crab Soccer</li> <li>3. Box Hockey</li> <li>4. Handball</li> </ol>	<p>Sportsmanship Survey</p>	<p><u>The Encyclopedia of Games</u> edited by Brian burns</p>
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