



# Chardon Local Schools Curriculum

## PE - Grade Bands 6 - 8

### Curriculum Description / Overview

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.



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<b>Strand State Standard #1</b>	A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
<b>Power Objective #1 Benchmark A</b>	Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.
<b>Supporting Indicators</b>	<p>Option 1: Movement patterns in fitness. Task: Students will demonstrate at least five essential fitness skills. The rubric provides space for the teacher or student to identify the skills or patterns to be demonstrated within the sequence. The teacher must determine fitness skills or patterns that are considered essential (examples may include: push-ups; situps; planks; bench dips; wall sits; or yoga, including child pose, mountain pose, warrior pose or downward dog).</p> <p>Option 2: Specialized locomotor skills in individual performance activities. Task: Students will demonstrate correct technique of at least five basic skills from an individual performance and/or lifetime activities. The skills or patterns can be teacher-selected or student-selected. The teacher must identify the skills or patterns that are advanced or basic. The skills or activity selected also might require the teacher to identify the "practice" or authentic environments. The rubric provides space for the teacher or student to identify the steps or patterns to be demonstrated within the sequence. *Individual performance activities might include gymnastics, figure skating, track and field, inline skating, wrestling, self-defense, swimming, snowboarding, skiing, rock climbing, mountain biking and skateboarding. (Please note: archery, golf, bowling, etc., are target games and badminton, tennis, etc., are net/wall games. All are Standard 1 Benchmark B skills and are NOT to be assessed as Benchmark A.)</p> <p>OPTION 3: DANCE SEQUENCE. TASK: STUDENTS WILL DEMONSTRATE CORRECT RHYTHM AND PATTERN FOR A FOLK, SOCIAL, CREATIVE, LINE OR WORLD DANCE. THE DANCE CAN BE TEACHER SELECTED OR STUDENT SELECTED. THE RUBRIC PROVIDES SPACE FOR THE TEACHER OR STUDENT TO IDENTIFY THE STEPS OR PATTERNS TO BE DEMONSTRATED WITHIN THE DANCE.</p>
<b>Power Objective #2 Benchmark B</b>	Demonstrates critical elements of specialized manipulative skills in a variety of settings.
<b>Supporting Indicators</b>	Assessment for Invasion Games. Task: This evaluation focuses on the development of basic essential skills needed to be successful in an invasion game setting (e.g., passing, dribbling, shooting). Student will

	<p>demonstrate the identified skills for sending, receiving, dribbling and shooting) in practice and small-sided games requiring basic skill execution against a defender. The teacher will observe performance in each of these settings to make a determination of the student's score. It may be necessary to observe a student more than once in a particular setting.</p>
	<p>Assessment for Net/Wall Games. Task: This evaluation focuses on the development of basic essential skills needed to be successful in a net/wall game setting (e.g., forehand, backhand, serving, passing, setting) Student will demonstrate the identified skills in practice and small- sided games within the net/wall game category. Teachers will identify essential skills in specific practice tasks and small-sided gameplay.</p>
	<p>Assessment for Striking/fielding Games. Task: This evaluation focuses on the development of basic essential skills needed to be successful in a striking/fielding game setting (e.g., striking object, fielding a ground ball, catching a fly ball, throwing). Students will demonstrate identified skills for striking/fielding in practice and small-sided game play. The teacher will observe the identified skills in practice and small-games requiring skill execution. It may be necessary to observe a student more than once in a particular setting.</p>
	<p>Assessment for Target games: Task: This evaluation focuses on the development of basic essential skills needed to be successful in a target game. Student will demonstrate essential skills for throwing, striking or propelling an object in practice and small-sided games. The teacher will observe the identified skills requiring skill execution in practice and small-sided games. It may be necessary to observe a student more than once in a particular setting.</p>
<p><b>Strand State Standard #2</b></p>	<p>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>
<p><b>Power Objective #1 Benchmark A</b></p>	<p>Apply tactical concepts and performance principles in game-like settings.</p>
<p><b>Supporting Indicators</b></p>	<p>Assessment Task – Game Performance Observation Instructions: Observe students on multiple occasions in game-performance settings. These settings should be small-sided to allow for student involvement in game play and opportunities for the teacher to observe performances. Examples of small-sided games might include 6v6 soccer or 3v3 basketball. Focus specifically on the level of understanding students show in terms of decision-making with the ball, creation/use of space and defense of space. This assessment requires instruction in invasion games, since these provide the best opportunity for students to be actively involved and to demonstrate understanding of game performance concepts. This is especially the case for game components such as decision making (where there are lots of options for players with the ball), use of space (invasion games played through 360 degrees), and defending (which players do for about 50 percent of game time). Use the criteria on the next page to evaluate student performance.</p>

<b>Power Objective #2 Benchmark B</b>	<b>Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</b>
<b>Supporting Indicators</b>	<p>Assessment Task – Individual Project Instructions: Students can communicate this information via a written paper, video or orally to the teacher. The skill chosen should be based on an activity of their choosing, possibly selected from sports, games, fitness, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas. Projects should include the following components:</p> <ol style="list-style-type: none"> <li>1. Description of a skill required for good performance in the activity and a list of the critical elements for performance of these skills. Critical elements for each skill can be broken into preparation, execution and follow-through phases of the skill.</li> <li>2. Description of common errors in performance of the necessary skills, referencing biomechanical principles. Examples related to errors include: a. Body position – Are there errors in ready position sometimes? b. Contact or release point –Is the ball thrown or hit at the correct point relative to the body? c. Release or take-off angle –Is the ball thrown at the correct angle or the body take-off at the correct angle? d. Balance/over-balance point –Are performers able to hold their balance correctly? e. Rotation –Does the body rotate enough to generate force?</li> <li>3. Develop a plan to improve movement performance using the appropriate movement principles, critical elements, drills and biomechanical principles.</li> </ol>
<b>Strand State Standard #3</b>	<b>Demonstrates the knowledge and skills to achieve and maintain a healthenhancing level of physical activity and fitness</b>
<b>Power Objective #1 Benchmark A</b>	<b>Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</b>
<b>Supporting Indicators</b>	<p>Assessment Task</p> <ol style="list-style-type: none"> <li>1. Identify current level of physical activity using any physical activity recall tool (ACTIVITYGRAM, Physical Activity Pyramid, Activity tracker (FitBit), Pedometer, etc.). Collect the data over at least two weekdays and one weekend day to determine a pattern of physical activity. (Note to teachers – If technology is used to track physical activity, this activity can be used to address the technology indicator in Standard 3B.)       <ol style="list-style-type: none"> <li>a. Identify your moderate level activities (e.g., brisk walk, dancing, gardening. You can talk, but not sing, during the activity).</li> </ol> </li> </ol>

	<p>b. Identify your vigorous activities (e.g., jogging, swimming, bicycling 10 mph or faster. you can't say more than a few words without pausing for a breath).</p> <p>2. Do I achieve at least 60 minutes of physical activity?</p> <p>3. How can I improve or maintain my current level of physical activity? You could either increase your amount of time, frequency or intensity (moderate/vigorous) or suggest other activities you can use to increase physical activity.</p> <p>4. Instead of spending time being physically inactive in front of a screen (computer, phone, TV, video game) what activities can I do to get closer to my goal of 60 minutes each day?</p>
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<b>Power Objective #2 Benchmark B</b>	Utilizes principles and practices to design a personalized health-related fitness plan.
<b>Supporting Indicators</b>	Overall Task: Complete the fitness plan assessment and answer all questions in regard to the plan.
	Assessment Task 1. Fitness Plan. Review and evaluate your fitness assessment
	Assessment Task 2. Complete the personal fitness plan. Complete the number of exercises that are sufficient for your plan.
	Assessment Task 3. Describe a technology you can use to track progress for a fitness component (or multiple components) or to help implement your fitness plan.
	Assessment Task 4. Apply nutritional concepts – Read and identify healthy foods, snacks or beverages you will eat before, during or after exercising depending on the different scenarios. Remember these should be “healthy choices” for calorie balance, nutrient density and appropriate for exercise and physical activity.

<b>Strand State Standard #4</b>	Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.
<b>Power Objective #1 Benchmark A</b>	Develops and applies rules, safe practices and procedures in physical activity settings.
<b>Supporting Indicators</b>	<p>Task: The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.</p> <p>Directions: Observe student behavior in an activity that would allow the student to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average for each category for a score for each benchmark. (Note: A student's responsibility for proper attire during physical education class is not included in the standards or this assessment.)</p> <p>Level Average Rating Advanced Average score 3.0 – 2.75  Proficient Average score 2.74 – 1.75  Limited Average score 1.74 - 0</p> <p>4 A Personal - Safe and Self-direction</p>
<b>Power Objective #2 Benchmark B</b>	Communicates effectively with others to promote respect and conflict resolution in physical activity settings.
<b>Supporting Indicators</b>	<p>Task: The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.</p> <p>Directions: Observe student behavior in an activity that would allow the student to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average for each category for a score for each benchmark. (Note: A student's responsibility for proper attire during physical education class is not included in the standards or this assessment.)</p>

	<p>Level Average Rating Advanced Average score 3.0 – 2.75          Proficient Average score 2.74 – 1.75          Limited Average score 1.74 - 0</p> <p>4 B Social - Cooperate, Respect Others, Resolving Conflict and Fair Play</p>
<b>Strand State Standard #5</b>	Recognizes the value of physical activity for health, enjoyment, challenge, selfexpression and/or social interaction.
<b>Power Objective #1 Benchmark A</b>	Makes a connection between participation in physical activity and physical, emotional and intellectual health.
<b>Supporting Indicators</b>	<p>Task: The student will describe, identify and link multiple specific health benefits and reasons to participate in a physical activity. The student could write a persuasive letter, make a poster, brochure, flyer, video or an electronic product.</p> <p>Directions: Provide a rating in Health benefits.</p>
<b>Power Objective #2 Benchmark B</b>	Discusses the positive impact physical activity has on his or her life.
<b>Supporting Indicators</b>	<p>Task: The student will describe, identify and link multiple specific health benefits and reasons to participate in a physical activity. The student could write a persuasive letter, make a poster, brochure, flyer, video or an electronic product.</p> <p>Directions: Provide a rating in Reasons to participate in physical activity.</p>