

Model Curriculum Grade 6-8 Units

Grades 6-8 Unit Overview

Physical Education Overview for the Model Curriculum Units

The grades 6-8 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units progress from wellness education (fitness concepts and activities) to developing and applying movement education skills in isolated and applied situations in various activities such as individual skill development, team activities and strategies and cooperative activities.

Unit I Wellness

Unit II Movement Education/ Rhythm

Unit III Cooperative Games

Unit IV Individual Activities

Unit V Team Activities

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The grades 6-8 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units progress from wellness education (fitness concepts and activities) to developing and applying movement education skills in isolated and applied situations in various activities such as individual skill development, team activities and strategies and cooperative activities.

Unit I Wellness

Unit II Movement Education/ Rhythm

Unit III Cooperative Games

Unit IV Individual Activities

Unit V Team Activities

Model Curriculum Grade 6-8 Units

Unit 1: Wellness

2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
	2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
	2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
	2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
	2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
2.6.8.A Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
	2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
	2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
	2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
	2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.	
2.1.8.A Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.8.A.1*	Assess and apply health data to enhance each dimension of personal wellness.
2.1.8.B Eating patterns are influenced by a variety of factors.	2.1.8.B.2*	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
2.2.6.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.6.B.4*	Apply personal health data and information to support achievement of one's short- and long-term health goals.
2.2.8.B Every health-related decision has	2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals.

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Unit 1: Wellness

2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's

personal fitness level, and monitor health/fitness indicators before, during, and after the program.

2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions,

and available time may impact personal fitness. 2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal

fitness and health. 2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and

type (FITT) to improve personal fitness. 2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other

performance-enhancing substances on

personal health. 2.6.8.A Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of

regular physical activity. 2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate

its effectiveness. 2.6.8.A.3 Analyze how medical and technological advances impact personal fitness. 2.6.8.A.4* Determine ways to achieve a healthy body composition through healthy eating,

physical activity, and other lifestyle behaviors. 2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying

personal levels of fitness.

2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use

of anabolic steroids and other performance-enhancing substances. 2.1.8.A Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

2.1.8.A.1* Assess and apply health data to enhance each dimension of personal wellness.

2.1.8.B Eating patterns are influenced by a variety of factors.

2.1.8.B.2 * Identify and defend healthy ways for adolescents to lose, gain, or maintain

weight. 2.2.6.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

2.2.6.B.4* Apply personal health data and information to support achievement of one's short- and long-term health goals.

2.2.8.B Every health-related decision has 2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals

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during different life stages.

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Unit 2: Movement/Rhythm

2.5.6.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1	Explain and perform <u>movement skills</u> that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A Performing <u>movement skills</u> effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.	2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
2.5.8.A Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.1	Explain and demonstrate the transition of <u>movement skills</u> from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
	2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
	2.5.8.A.4	Detect, analyze, and correct errors and apply to refine <u>movement skills</u> .
2.5.8.C Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.2*	Determine to what extent various activities improve <u>skill-related fitness</u> versus <u>health-related fitness</u> .

Legend: Supporting Additional

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Unit 2: Movement/Rhythm

2.5.6.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

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2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.5.8.A Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2 * Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. 2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement

sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance). 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.C Movement activities provide a timeless opportunity to connect with people around the world.

2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

2.6.6.A.2* Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Major Supporting Additional .

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Unit 3: Cooperative Activities

2.5.6.B There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1*	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
	2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
2.5.8.B Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2*	Assess the effectiveness of specific mental strategies applied to improve performance.
	2.5.8.B.3*	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
2.2.6.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.6.B.1*	Use effective decision-making strategies.
2.2.8.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.8.B.2*	Justify when individual or collaborative decision-making is appropriate.
2.6.8.A Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.4*	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

Main
Supporting
Additional

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Unit 3: Cooperative Activities

2.5.6.B There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.

2.5.6.B.1* Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2 * Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.5.8.B Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

2.5.8.B.1* Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.B.2* Assess the effectiveness of specific mental strategies applied to improve

performance

2.5.8.B.3* Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.2.6.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

2.2.6.B.1 * Use effective decision-making strategies.1

2.2.8.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

2.2.8.B.2 * Justify when individual or collaborative decision-making is appropriate.1

2.6.8.A Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

2.6.8.A.4 * Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

Major Supporting Additional .

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Unit 4: Individual Activities

2.5.8.A Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.2 *	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
2.5.6.B There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1 *	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
	2.5.6.B.2 *	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
2.5.8.B Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.8.B.1 *	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2 *	Assess the effectiveness of specific mental strategies applied to improve performance.
	2.5.8.B.3 *	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
2.5.6.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.1 *	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
	2.5.6.C.2 *	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.8.C Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules,	2.5.8.C.1 *	Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

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Unit 4: Individual Activities

2.5.8.A Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.5.8.A.2 * Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.6.B There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.

2.5.6.B.1* Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2* Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.5.8.B Individual and team execution in games, sports, and other activity situations is based on the

interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

2.5.8.B.1* Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.B.2 * Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.8.B.3* Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.6.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

2.5.6.C.1* Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2* Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.5.8.C Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules,

2.5.8.C.1* Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

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etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	2.5.8.C.2*	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
2.6.8.A Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.4 *	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

Major

Supporting

Additional

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etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

2.5.8.C.2* Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

2.6.8.A Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

2.6.8.A.4 * Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

Major Supporting Additional .

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Unit 5: Team Activities

2.5.6.B There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1*	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
	2.5.6.B.2*	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
2.5.8.B Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.8.B.1*	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2*	Assess the effectiveness of specific mental strategies applied to improve performance.
	2.5.8.B.3*	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
2.5.6.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.1*	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
	2.5.6.C.2*	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3*	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
2.5.8.C Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	2.5.8.C.1*	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
	2.5.8.C.2*	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
2.6.8.A Knowing and applying a variety of effective training principles over time enhances personal fitness level.	2.6.8.A.4*	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

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Unit 5: Team Activities

2.5.6.B There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.

2.5.6.B.1 * Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2 * Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.5.8.B Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

2.5.8.B.1* Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.B.2 * Assess the effectiveness of specific mental strategies applied to improve

performance.

2.5.8.B.3* Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.6.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

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2.5.6.C There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.

2.5.6.C.3* Relate the origin and rules associated with certain games, sports, and dances to different cultures.

2.5.8.C Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

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2.6.8.A.4 * Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

Model Curriculum
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performance, and health status.		
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Major Supporting Additional .

Model Curriculum Grade 6-8 Units

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Major Supporting Additional .