

**Physical Education Middle School  
Canterbury Public Schools**

<b>Subject</b>	Physical Education															
<b>Grade Level</b>	Middle School Grades 5 -8															
<b>Unit Title</b>	Track and Field															
<b>Unit Goals</b>	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> <li>● Understand the basic skills of: <ul style="list-style-type: none"> <li>○ Running</li> <li>○ Throwing</li> <li>○ Jumping</li> <li>○ Rules</li> <li>○ Communication and supportive of teammates</li> </ul> </li> </ul> <p>Grade 7 and 8</p> <ul style="list-style-type: none"> <li>● Review of all skills in grades 5 and 6</li> <li>● Understand the more advanced skills of: <ul style="list-style-type: none"> <li>○ Running</li> <li>○ Jumping</li> <li>○ Throwing</li> </ul> </li> <li>● Creating new strategies</li> <li>● Engagement of all students</li> <li>● Alterations of games for students with disabilities</li> </ul>															
<b>Pacing (# of weeks)</b>	3 Week - all grades															
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<b>Content/Conceptual Knowledge (know)</b>	<p>Participating in physical activities has healthful benefits and enables people to remain alert, engaged, (healthy mind and body)</p> <ul style="list-style-type: none"> <li>● Safety Cues</li> <li>● Skills</li> <li>● Communication</li> <li>● Rules</li> <li>● Scoring</li> <li>● Play development</li> <li>● Strategy for success</li> <li>● The “how to” knowledge of how to play it outside of Physical Education class</li> </ul>		
<b>Skills (be able to do)</b>	<ul style="list-style-type: none"> <li>● Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</li> <li>● Demonstrate an understanding of concepts as they apply to the learning and performance of physical activities</li> <li>● Track and Field related skills of <ul style="list-style-type: none"> <li>○ Fitness related components</li> <li>○ Jumping events</li> <li>○ Throwing events</li> <li>○ Running events</li> <li>○ Running Form</li> </ul> </li> </ul>		
<b>Enduring Understandings</b>	<p>Students will be able to understand...</p> <ul style="list-style-type: none"> <li>● competency in motor skills and movement patterns needed to perform a variety of track and field skills.</li> <li>● movement concepts, principles, strategies and tactics as they apply to track and field skills.</li> <li>● That track and field skills are only one way to participate regularly in physical activity.</li> <li>● how active participation in track and field can incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.</li> <li>● how exhibiting responsible personal and social behavior while practicing track and field skills will respect self and others.</li> <li>● how choosing physical activity through track and field for health, enjoyment, challenge, self-expression and/or social interaction will allow for one to sustain a physically active lifestyle.</li> </ul>		
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Skill checks</li> <li>● Stations checks</li> <li>● Knowledge checks</li> <li>● Peer assessments</li> </ul> <p>** Students will be assessed daily on their understanding and proficiency level of</p>		

	warm up and activity periods. This assessment will be based off a written rubric.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Various Levels of Technology <ul style="list-style-type: none"> <li>○ Videotape</li> <li>○ Coaches Eye (a program on the Ipad that helps students visually see their learning)</li> </ul> </li> <li>● P.E. Central Lesson Ideas</li> </ul>
<b>Strategies</b>	<p><u>Coaches Eye</u> for the purpose of...</p> <ul style="list-style-type: none"> <li>● student reflection / assessment</li> <li>● teacher assessment</li> <li>● peer assessment</li> <li>● feedback opportunities</li> </ul> <p>Other Teaching Strategies...</p> <ul style="list-style-type: none"> <li>● individual work</li> <li>● divergent problem-solving</li> <li>● direct teaching</li> <li>● Sport Education Model</li> <li>● Peer Teaching Model</li> <li>● Tactical Games Model</li> <li>● Guided Discovery Model</li> </ul>
<b>Behaviors</b>	<p>Students will learn to...</p> <ul style="list-style-type: none"> <li>● Persevere</li> <li>● Play fair</li> <li>● Take turns</li> <li>● Peer assess</li> </ul>