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<th>Dates</th>
<th>Unit Overview</th>
<th>District Endorsed Curricula Resources</th>
<th>To Demonstrate Proficiency by the End of the Quarter Students Will,… (with eligible content references):</th>
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| **Marking Period Starts:** 9/5/19 | **Unit:** Intro to PE  
Unit Title examples:  
*PE 101 (Routines, Rituals and Relevance)* | **SPARK:** Middle School *The First 5 Lessons*  
**SPARK:** Middle School *ASAPs*  
OPEN Phys. Ed.: Middle School *Tabata (warm-ups)* | Content/skill SWBAT statement (corresponding standards)  
● Construct, with a group, a set of social norms to follow for physical education (PS. 26)  
● Demonstrate a willingness to participate in physical education (LL. 35)  
● Demonstrate the ability to lead a warm-up as given by instructor (F. 52)  
● Demonstrate sportspersonship and respect in physical activity settings (PS. 25)  
● Describe the relationship between physical activity, fitness and overall wellness (F. 55)  
● Describe the ways in which fitness and movement supports academic performance (F. 56) |
| **Suggested Completion Date:** 9/20/19 | **SPARK:** Middle School *The First 5 Lessons*  
**ASAPs**  
OPEN Phys. Ed.: Middle School *Tabata (warm-ups)* | Content/skill SWBAT statement (corresponding standards)  
● Construct, with a group, a set of social norms to follow for physical education (PS. 26)  
● Demonstrate a willingness to participate in physical education (LL. 35)  
● Demonstrate the ability to lead a warm-up as given by instructor (F. 52)  
● Demonstrate sportspersonship and respect in physical activity settings (PS. 25)  
● Describe the relationship between physical activity, fitness and overall wellness (F. 55)  
● Describe the ways in which fitness and movement supports academic performance (F. 56) |
| **Suggested Completion Date:** 10/11/19 | **Unit:** Personal & Social: Cooperation & Problem Solving  
Unit Title examples:  
*Project Adventure, Cooperative Game, Problem Solving Activities, Orienteering* | **Project Adventure:** Middle School *Grade 7*  
**SPARK:** Middle School *Cooperatives*  
OPEN Phys. Ed.: Middle School *OPEN 8 Challenge* | Content/skill SWBAT statement (corresponding standards)  
● Demonstrate the ability to set and accomplish a goal with a group (PS. 23)  
● Demonstrate the ability to act as a leader as defined by instructor (PS. 24)  
● Construct a list of appropriate vs. inappropriate risks involved in group problem solving activities (PS. 27)  
● Demonstrate the ability to solve a given challenge with a large group (PS.28)  
● Apply agreed upon steps to problem solving in a group challenge (PS. 29)  
● Demonstrate the ability to work with all classmates regardless of differences (PS. 30) |
| **Suggested Completion Date:** 11/8/19 | **Unit:** Movement Skills and Concepts: Invasive Sports  
Unit Title example:  
*Invasion Part 1*  
**Invasive sports 101, soccer, basketball, rugby, flag football, handball (team style), Netball, hockey, field hockey, Ultimate* | **SPARK:** Middle School *Basketball, Flying Disc, Hockey, Handball, Football, Soccer*  
OPEN Phys Ed: Middle School *Rugby*  
OPEN Phys Ed: Middle School *Ultimate Disc* | Content/skill SWBAT statement (corresponding standards)  
● Demonstrate the ability to proficiently perform at least three manipulative skills needed to participate in a given invasive sport (M. 53, M. 54, M. 66.)  
● Apply concepts of force, accuracy and follow-through to manipulative skills used in an invasive sport (M. 55, M. 56)  
● Demonstrate the locomotor skills necessary to participate in a given invasive sport (M. 50, M.51, M. 66)  
● Identify the basic rules and scoring for an invasive sport (M. 63, M.66)  
● Describe an offensive and a defensive strategy for an invasive sport (M.61, M. 62, M. 66)  
● Name ways to participate/practice a given invasive sport outside of physical education (LL. 23, LL. 32) |

First Marking Period Ends: 11/8/19  
Assessments During This Period:  *SPARK Folio Middle School assessments; Project Adventure assessments, OPEN Phys. Ed. assessments*
## YEAR AT A GLANCE
### Student Learning Outcomes by Marking Period
#### 2019-2020

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</table>
| Marking Period Starts: 11/12/19 | Unit: Health Related Fitness  
Unit Title: *FitnessGram pre-assessment* | FitnessGram: Test Administration Kit and Guide | Content/skill SWBAT statement (corresponding standards)  
- Describe the relationship between fitness, nutrition and BMI (F. 53)  
- Describe the purpose of fitness assessments (F. 54, F. 55)  
- Demonstrate the ability to reach the healthy fitness zone for at least 3 out of 5 the following *FitnessGram* assessments: PACER, push-ups, curl-ups, back saver sit & reach and shoulder stretch (F. 42, F. 46, F. 47, F. 49, F. 50) |
| Suggested Completion Date: 11/27/19 | Unit: Health-Related Fitness  
Unit Title example: *Total Fitness, Circuit Training, Personalized Fitness Planning, Fitness and Conditioning* | SPARK: Middle School Fitness  
SPARK: Middle School Jump Rope  
OPEN Phys. Ed.: Middle School Plug and Play Fitness  
OPEN Phys. Ed.: Middle School Tabata | Content/skill SWBAT statement (corresponding standards)  
- Participate in aerobic activities for increasing periods of time without stopping (F. 41)  
- Analyze the effects of changing the intensity and type of activity on improving aerobic capacity (F. 43)  
- Apply concepts of health-related fitness and *FitnessGram* assessment scores to develop a personal fitness plan for improvement (F. 54, LL. 33, LL. 37)  
- Demonstrate ability to hold own body weight for at least 30 seconds (F. 45)  
- Demonstrate the ability to hold several stretch positions for at least 25 seconds (F. 48)  
- Apply basic principles of strength training to help improve muscular strength and endurance (F. 44)  
- Apply understanding of flexibility to create a routine that improves range of motion (F. 51) |
| Suggested Completion Date: 12/20/19 | Unit: Movement Skills & Concepts: Net/Wall Sports  
Unit Title examples: *Net/wall sports 101, Volleyball, Badminton, Handball (wall style), Racquetball, Tennis, Pickleball, Squash, Spikeball, Tchoukball* | SPARK: Middle School Volleyball  
SPARK: Middle School Racquets and Paddles  
OPEN Phys. Ed: Middle School Roundnet  
BPS PE Learning Community: Middle School Tchoukball | Content/skill SWBAT statement (corresponding standards)  
- Demonstrate the ability to proficiently perform at least three manipulative skills needed to participate in a given net/wall sport (M. 53, M. 54, M. 67)  
- Apply concepts of force, accuracy and follow-through to manipulative skills used in a net/wall sport (M. 55, M. 56)  
- Demonstrate the locomotor & non-locomotor skills necessary to participate in a given net/wall sport (M. 50, M.51, M. 67)  
- Identify the basic rules and scoring for a given net/wall sport (M. 63, M.67)  
- Describe at least one offensive and one defensive strategy for a net/wall sport (M.61, M. 62, M. 67)  
- Name ways to participate/practice a given net/wall sport outside of physical education (LL. 23, LL. 32) |

Second Marking Period Ends: 1/31/20
### THIRD TERM

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<th>Dates</th>
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<td>Marking Period Starts: 2/3/20</td>
<td>Unit: Movement Skills and Concepts: Invasive sports</td>
<td>SPARK: Middle School Basketball, Flying Disc, Hockey, Handball, Football and/or Soccer</td>
<td>● Demonstrate the ability to proficiently perform at least three manipulative skills needed to participate in a given invasive sport (M. 53, M. 54, M. 66.)  &lt;br&gt; ● Apply concepts of force, accuracy and follow-through to manipulative skills used in an invasive sport (M. 55, M. 56)  &lt;br&gt; ● Demonstrate the locomotor skills necessary to participate in a given invasive sport (M. 50, M.51, M. 66)  &lt;br&gt; ● Identify the basic rules and scoring for a given invasive sport (M. 63, M.66)  &lt;br&gt; ● Describe an offensive and a defensive strategy for a given invasive sport (M.61, M. 62, M. 66)  &lt;br&gt; ● Name ways to participate/practice a given invasive sport outside of physical education (LL. 23, LL. 32)</td>
</tr>
<tr>
<td>Suggested Completion Date: 2/28/20</td>
<td>Unit Title example: Invasive sports 101, soccer, basketball, rugby, flag football, handball (team style), Netball, hockey, field hockey</td>
<td>Open Phys Ed: Middle School Rugby</td>
<td>* Unit should be different from first term invasive sport</td>
</tr>
<tr>
<td>Suggested Completion Date: 3/20/20</td>
<td>Unit: Lifelong Physical Activity Skills: Rhythms &amp; Dance</td>
<td>SPARK: Middle School Dance</td>
<td>Content/skill SWBAT statement (corresponding standards)  &lt;br&gt; ● Demonstrate the ability to perform several rhythms and/or dance routines (LL. 27)  &lt;br&gt; ● Demonstrate the skills necessary to participate in a particular physical activity outside of school (LL. 22)  &lt;br&gt; ● Demonstrate the locomotor skills needed to participate in rhythms and/or dance activity (M. 51)  &lt;br&gt; ● Demonstrate the non-locomotor skills needed to participate in a rhythms and/or dance activity (M. 52)  &lt;br&gt; ● Construct a list of available resources needed for participating in a rhythms/dance activity outside of school (LL. 23)  &lt;br&gt; ● Examine the safety risks and precautions for a rhythms/dance activity (LL. 25)  &lt;br&gt; ● Analyze how participating in rhythms/dance activities outside of school can contribute to wellness (LL. 28)</td>
</tr>
<tr>
<td>Suggested Completion Date: 4/17/20</td>
<td>Unit: Personal &amp; Social: Inclusion</td>
<td>SPARK: Middle School Stunts and Tumbling</td>
<td>Content/skill SWBAT statement (corresponding standards)  &lt;br&gt; ● Demonstrate the ability to work with all classmates regardless of differences (PS. 30)  &lt;br&gt; ● Recognize each team member’s potential to contribute effectively to the group (PS. 31)  &lt;br&gt; ● Describe the strengths of self and others in a physical activity setting (PS. 31)  &lt;br&gt; ● Modify activities to include all members of a group (PS. 34)  &lt;br&gt; ● Construct the rules for a new game based on knowledge of prior games (M. 62)  &lt;br&gt;</td>
</tr>
</tbody>
</table>
Courses, Project Adventure

BPS PE Learning Community: Middle School Tchoukball

Third Marking Period Ends:
4/17/20
Assessment during this period: SPARK Folio Middle School assessments; OPEN Phys. Ed. assessments, Project Adventure assessments

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<td>Health &amp; Wellness: P.E.</td>
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**FOURTH TERM**  
**Overarching/general themes and resources**

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</table>
Unit Title example: *Field sports 101, baseball, softball, Wiffleball, Kickball, Matball, Bocce, Golf, Disc Golf, Track & Field* | SPARK: Middle School  
Softball  
SPARK: Middle School  
Golf  
SPARK: Middle School  
Track and Field | Content/skill SWBAT statement (corresponding standards)  
- Demonstrate the ability to proficiently perform at least three manipulative skills needed to participate in a given field sport (M. 53, M. 54, M. 68)  
- Apply concepts of force, accuracy and follow-through to motor skills used in a field sport (M. 55, M. 56)  
- Demonstrate the locomotor skills necessary to participate in a field sport (M. 50, M. 51, M. 68)  
- Identify the basic rules and scoring for a field sport (M. 63, M. 68)  
- Describe an offensive and a defensive strategy for a field sport (M.61, M. 62, M. 68)  
- Name ways to participate/practice a given invasive sport outside of physical education (LL. 23, LL. 32) |
| Suggested Completion Date: 5/29/20 | Unit: Health-Related Fitness  
Unit Title: *FitnessGram post-assessment* | FitnessGram: Test Administration Kit and Guide | Content/skill SWBAT statement (corresponding standards)  
- Demonstrate the ability to improve scores in at least 3 out of 5 the following FitnessGram assessments: PACER, push-ups, curl-ups, back saver sit & reach and shoulder stretch (F. 42, F. 46, F. 47, F. 49, F. 50)  
- Evaluate personal outcomes as related to the FitnessGram assessment (LL. 32, LL. 37)  
- Evaluate personal behaviors that served to support or retract from fitness goals and plan (LL. 32, LL. 33, LL. 37) |
| Suggested Completion Date: 6/17/20 | Unit: Lifelong Physical Activity Skills: Leisure & Wellness  
Unit Title examples: *Biking, Walking, Yoga, Pilates, Tennis, Golf, Pickleball, Flying Disc Games, Hiking, Martial Arts, Spikeball, Yard or Lawn Games* | SPARK: Middle School  
Golf  
SPARK: Middle School  
Flying Disc  
OPEN Phys. Ed.: Middle School Roundnet  
Open Phys Ed: Middle School Flying Disc | Content/skill SWBAT statement (corresponding standards)  
- Demonstrate the movement skills needed to participate in a given physical activity outside of school (LL. 22)  
- Construct a list of available resources needed for participating in a particular leisure activity outside of school (LL. 23)  
- Describe how physical activities may be modified in regards to weather and seasons (LL. 24)  
- Examine the safety risks and precautions for a particular leisure activities (LL.25)  
- Analyze how participating in a given physical activity outside of school can contribute to wellness (LL. 28)  
- Demonstrate skills necessary to perform physical activities that reduce stress and increase relaxation (LL. 31) |

Fourth Marking Period Ends:
Assessment during this period: FitnessGram assessment Spring 2019 grades 4-12; SPARK Folio Middle School assessments; OPEN Phys. Ed. assessments, Project Adventure assessments