# YEAR AT A GLANCE

## Student Learning Outcomes by Marking Period
### 2019-2020

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| **Marking Period Starts:** 9/5/19 | **Overarching/general themes and resources** | **Suggested Completion Date:** 9/20/19 | **Unit: Intro to PE** | **SPARK: Middle School The First 5 Lessons** | Content/skill SWBAT statement (corresponding standards)  
- 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)  
- Analyze the relationship between fitness and overall wellness (F. 55)  
- Analyze the relationship between fitness and academic achievement (F. 56) |
| **Suggested Completion Date:** 10/11/19 | **Overarching/general themes and resources** | **Unit: Personal & Social: Cooperation & Problem Solving** | **Unit Title examples:** **Project Adventure, Cooperative Activities, Problem Solving Activities** | **Project Adventure:** Middle School Grade 8  
**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 | **Overarching/general themes and resources** | **Unit: Movement Skills and Concepts: Invasive Sports** | **Unit Title:** **Invasive sports 101, soccer, basketball, rugby, flag football, handball (team style), Netball, hockey, field hockey, LAX** | **SPARK: Middle School Basketball, Flying Disc, Hockey, Handball, Football, Soccer**  
**Open Phys Ed: Middle School Rugby, MS Lax**  
**Open Phys Ed: Middle School Flying 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)  
- Recognize 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)  
- Describe a basic plan to participate/practice a given invasive sport outside of physical education (LL. 23, LL. 32) |
| First Marking Period Ends: 11/8/19 | **Overarching/general themes and resources** | **Assessments During This Period:** **SPARK Folio Middle School assessments; OPEN Phys. Ed assessments; Project Adventure assessments** |  |  |  |

*Unit should demonstrate variety or expand upon skills taught in 7th grade*
## DEPARTMENT NAME
Health & Wellness: P.E.

## YEAR AT A GLANCE
Student Learning Outcomes by Marking Period
2019-2020

### SECOND TERM

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| Marking Period Starts: 11/12/19  
Suggested Completion Date: 11/27/19 | Unit: Health Related Fitness  
Unit Title: *FitnessGram pre-assessment* | *FitnessGram: Test Administration Kit and Guide* | Content/skill SWBAT statement (corresponding standards)  
- Analyze the relationship between BMI, nutrition and physical fitness (F. 53)  
- Describe the purpose of each FitnessGram fitness assessment (F. 54, F. 55)  
- Identify common testing errors within each FitnessGram component (F. 42, F. 46, F. 47, F. 49, F. 50)  
- 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: 12/20/19 | 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*  
*Project Adventure: Achieving Fitness* | Content/skill SWBAT statement (corresponding standards)  
- Participate in aerobic activities for increasing periods of time without stopping (F. 41)  
- Analyze the effects of intensity and type 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: 1/31/20 | 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* | 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 skills necessary to participate in a given net/wall sport (M. 50, M.51, M. 67)  
- Recognize the basic rules and scoring for a 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) |
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**THIRD TERM**

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<td>Suggested Completion Date: 2/28/20</td>
<td>Unit Title: Invasive sports 101, soccer, basketball, rugby, flag football, handball (team style), Netball, hockey, field hockey</td>
<td>BPS PE Learning Community: Middle School Tchoukball</td>
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<td>Content/skill SWBAT statement (corresponding standards)</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.) - 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) - Recognize 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) - Describe a basic plan to participate/practice a given invasive sport outside of physical education (LL. 23, LL. 32)</td>
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<td>Suggested Completion Date: 3/20/20</td>
<td>Unit: Lifelong Physical Activity Skills: Rhythms &amp; Dance Unit Title example: Hip-Hop Dance, Latin Dance, Zumba, Cultural Dance, Lummi Sticks, Jump Bands, Double Dutch, DDR</td>
<td>SPARK: Middle School Dance</td>
<td></td>
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<tr>
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<td>Content/skill SWBAT statement (corresponding standards)</td>
<td>Demonstrate the ability to perform several rhythms and/or dance routines (LL. 27) - Demonstrate the skills necessary to participate in a particular physical activity outside of school (LL. 22) - Demonstrate the locomotor skills needed to participate in rhythms and/or dance activity (M. 51) - Demonstrate the non-locomotor skills needed to participate in a rhythms and/or dance activity (M. 52) - Construct a list of available resources needed for participating in a rhythms/dance activity outside of school (LL. 23) - Examine the safety risks and precautions for a rhythms/dance activity (LL. 25) - Analyze how participating in rhythms/dance activities outside of school can contribute to wellness (LL. 28)</td>
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*Unit should demonstrate variety or expand upon skills taught in 7th grade*
**Suggested Completion Date:** 4/17/20

**Unit: Personal & Social: Inclusion**

Unit Title example: *Inclusive Games, Cultural Games/Sports, Student Game Creation, Non-traditional sport, Obstacle Courses, Project Adventure*

**SPARK: Middle School Stunts and Tumbling**  
**SPARK: Middle School World Games**  
**OPEN Phys. Ed: Middle School OPEN 8 Challenge**  
**Project Adventure: Middle School Grade 7**  
**BPS PE Learning Community: Middle School Tchoukball**

**Content/skill SWBAT statement (corresponding standards):**
- Demonstrate the ability to work with all classmates regardless of differences (PS. 30)
- Recognize each team members potential to contribute effectively to the group (PS. 31)
- Describe the strengths of self and others in a physical activity setting (PS. 31)
- Modify activities to include all members of a group (PS. 34)
- Construct the rules for a new game based on knowledge of prior games (M. 62)

*Unit should demonstrate variety or expand upon skills taught in 7th grade*

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**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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**DEPARTMENT NAME**  
Health & Wellness: P.E.

**GRADE LEVEL:** 8th

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**YEAR AT A GLANCE**

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2019-2020

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**FOURTH TERM**

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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)  
- Recognize 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)  
- Describe a basic plan to participate/practice a given invasive sport outside of physical education (LL. 23, LL. 32) | *Unit should demonstrate variety or expand upon skills taught in 7th grade*

| Suggested Completion Date: 5/15/20 | **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) |
| 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, 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 levels (LL. 31)  
*Unit should demonstrate variety or expand upon skills taught in 9th grade*  
Assessment during this period: FitnessGram assessment Spring 2019 grades 4-12; SPARK Folio Middle School assessments; OPEN Phys Ed assessments |