

# 2011

## PHYSICAL EDUCATION CURRICULUM Grades 6-8



EAST PROVIDENCE SCHOOL DISTRICT

**Curriculum Writers: Ann L. Buckley, Alex Butler,  
Bryan Diggle, Michael Solitro, and Kerri Scandura**

6/1/2011

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.1 Use mature form in many basic manipulative, locomotor and non-locomotor skills.</p>		<p><b>The student</b></p> <p>1.1.1 Knows and understands the importance of warm-up exercises (stretching, calisthenics) in preparation for all movement forms.</p> <p>1.1.2 Recognizes warm-up exercises as essential to the prevention of injury and to maximum performance.</p> <p>1.1.3 Demonstrates application of warm-up exercises prior to participation in all movement forms.</p> <p>1.1.4 Understands that <b>mature form</b> in basic skills is the most efficient technique for each skill.</p> <p>1.1.5 Uses and demonstrates competency in many movement forms and proficiency in a few movement forms:</p> <ul style="list-style-type: none"> <li>• <b>Grades 6-8:</b> throwing, rolling, bouncing, catching, hand dribbling, foot dribbling, trapping, volleying, striking using hands, feet, and implements.</li> </ul> <p>1.1.6 Identifies and demonstrates competency in many <b>locomotor</b> skills and proficiency in a few <b>locomotor</b> skills <b>skills</b></p> <ul style="list-style-type: none"> <li>• <b>Grade 6:</b> skipping, jumping, hopping, sliding, galloping, running, leaping, walking</li> </ul>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>• anchoring</li> <li>• cubing, etc.</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• think/pair/share</li> <li>• tiered assignments</li> </ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• authentic</li> <li>• challenging</li> <li>• cognitive</li> <li>• collaborative</li> <li>• constructivist/heuristic</li> <li>• democratic</li> <li>• developmental</li> <li>• experiential</li> <li>• expressive</li> <li>• holistic</li> <li>• reflective</li> <li>• social</li> <li>• student-centered</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p>	<p><b><u>Textbooks</u></b></p> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appropriate Instructional Practice Guidelines for Middle School Physical Education</a></li> <li>• <a href="#">Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition</a></li> <li>• <a href="#">Guidelines for Physical Education Programs, 2<sup>nd</sup> edition</a></li> <li>• <a href="#">Moving into the Future National Standards for Physical Education</a></li> <li>• <a href="#">Opportunity to Learn Guidelines for Middle School Physical Education NASPE</a></li> <li>• <a href="#">P.E. Teacher's Skill by Skill</a></li> <li>• <a href="#">Physical Best Activity Guide, NASPE</a></li> <li>• <a href="#">Presidential Fitness Challenge</a></li> <li>• <a href="#">Shape-up Rhode Island</a></li> <li>• <a href="#">Success Oriented P.E. Activities for Secondary Students</a></li> <li>• <a href="#">Supporting Physically Active Lifestyles through Quality Physical Education (RIDE)</a></li> <li>• <a href="#">The Rhode Island Physical Education Framework</a></li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>• CDs, I-Pod, radio</li> <li>• Computer lab</li> <li>• Elmo</li> <li>• Internet</li> <li>• LCD projector/ laptop</li> <li>• pedometers</li> <li>• Smart Board</li> <li>• stop watches</li> <li>• VCR/DVD</li> <li>• X-Box Kinect/Wii</li> <li>• <a href="#">www.aahperd.org</a></li> <li>• <a href="#">www.cdc.gov</a></li> <li>• <a href="#">www.edhelper.com</a></li> <li>• <a href="#">www.mypyramid.gov</a></li> <li>• <a href="#">www.pecentral.com</a></li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Common tasks</li> <li>• Formative/Summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklist</b></p>

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		<ul style="list-style-type: none"> <li>• <b>Grade 7:</b> forms of skipping , forms of jumping, directional hopping, lateral shuffling, form running, walking</li> <li>• <b>Grade 8:</b> forms of skipping (high and speed), forms of jumping (agility), directional hopping, lateral shuffling (speed and direction), form running (agility), walking.</li> </ul> <p>1.1.7 Identifies and uses basic <b>non-locomotor skills</b> (skills performed in place):</p> <ul style="list-style-type: none"> <li>• <b>Grade 6:</b> bending, stretching/reaching, pushing, pulling, raising and lowering, twisting and turning, balancing</li> <li>• <b>Grade 7-8:</b> bending, stretching/reaching, pushing, pulling, pivoting, raising and lowering, twisting and turning, and balancing.</li> </ul>	<ul style="list-style-type: none"> <li>• communication</li> <li>• critical thinking</li> <li>• problem solving</li> <li>• reflection/evaluation</li> <li>• research</li> </ul> <p><b>Applies best practice of teaching physical education:</b> The physical education teacher</p> <ul style="list-style-type: none"> <li>• Provides clear expectations for student learning</li> <li>• Organizes pairs, groups, and teams</li> <li>• Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instruction</li> <li>• Uses a variety of direct and indirect teaching styles</li> <li>• Allows students guided choices</li> <li>• Emphasizes critical thinking and problem-solving tactics</li> <li>• Demonstrates enthusiasm for an active, healthy lifestyle</li> <li>• Provides for appropriate practice</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> </ul> <p><b>PE Equipment</b></p> <ul style="list-style-type: none"> <li>• athletic tape</li> <li>• balls</li> <li>• bases</li> <li>• bats</li> <li>• cones</li> <li>• field marking paint</li> <li>• fitness equipment</li> <li>• Frisbees</li> <li>• gloves, bocce balls</li> <li>• hula hoop</li> <li>• jump ropes</li> <li>• locks</li> <li>• mats</li> <li>• nets</li> <li>• paddles</li> <li>• parachutes</li> <li>• ping pong tables</li> <li>• pinnies</li> <li>• rackets</li> <li>• shuttle- cocks</li> <li>• standards, goals</li> <li>• sticks</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• binders</li> <li>• clip boards</li> <li>• construction</li> <li>• C</li> <li>• markers</li> <li>• poster boards</li> <li>• student white boards</li> <li>• white board markers and erasers</li> </ul> <p><b>School library</b></p> <ul style="list-style-type: none"> <li>• Computer lab and library books</li> <li>• Current Physical Education Magazines</li> </ul>	<p><b>Performance-based tasks</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Written responses - Common Core</b></p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> </ul>

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				<b>School/Community</b> <ul style="list-style-type: none"> <li>School nurse</li> </ul>	
<p>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.2 Show consistency in skills specific to games and sports (e.g., pivoting, sliding, setting).</p>		<p><b>The student</b></p> <p>1.2.1 Understands basic <b>skills specific to games and sports:</b></p> <ul style="list-style-type: none"> <li><b>Team/Field Sports:</b> soccer, whiffle ball, flag football, softball, ultimate ball/Frisbee, basketball, floor hockey, lacrosse (optional field hockey), speedball, capture the flag, and cage ball                             <ul style="list-style-type: none"> <li><b>skills:</b> throwing, kicking, passing, receiving, pivoting, carrying, hitting, base running, dribbling, striking, dodging</li> </ul> </li> <li><b>Net/Wall Sports:</b> badminton, volleyball, pickle ball, hand ball                             <ul style="list-style-type: none"> <li><b>skills:</b> stroking, hitting/serving, passing, setting</li> </ul> </li> <li><b>Individual Sports:</b> track and field, golf                             <ul style="list-style-type: none"> <li><b>skills:</b> running, jumping, throwing, hurdling, striking</li> </ul> </li> <li><b>Fitness Activities:</b> aerobics (rhythmic activities, dance, etc.), walking, jumping rope, fitness stations/circuit training, resistance/weight training, and plyometrics                             <ul style="list-style-type: none"> <li><b>skills:</b> stance, posture, alignment,</li> </ul> </li> </ul>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p>Differentiates instruction by <b>varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>anchoring</li> <li>cubing, etc.</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>think/pair/share</li> <li>tiered assignments</li> </ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>authentic</li> <li>challenging</li> <li>cognitive</li> <li>collaborative</li> <li>constructivist/heuristic</li> <li>democratic</li> <li>developmental</li> <li>experiential</li> <li>expressive</li> <li>holistic</li> <li>reflective</li> <li>social</li> <li>student-centered</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<p><b>Textbooks</b></p> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li><i>Appropriate Instructional Practice Guidelines for Middle School Physical Education</i></li> <li><i>Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition</i></li> <li><i>Guidelines for Physical Education Programs, 2<sup>nd</sup> edition</i></li> <li><i>Moving into the Future National Standards for Physical Education</i></li> <li><i>Opportunity to Learn Guidelines for Middle School Physical Education NASPE</i></li> <li><i>P.E. Teacher's Skill by Skill</i></li> <li><i>Physical Best Activity Guide, NASPE</i></li> <li><i>Presidential Fitness Challenge</i></li> <li><i>Shape-up Rhode Island</i></li> <li><i>Success Oriented P.E. Activities for Secondary Students</i></li> <li><i>Supporting Physically Active Lifestyles through Quality Physical Education (RIDE)</i></li> <li><i>The Rhode Island Physical Education Framework</i></li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>CDs, I-Pod, radio</li> <li>Computer lab</li> <li>Elmo</li> <li>Internet</li> <li>LCD projector/ laptop</li> <li>pedometers</li> <li>Smart Board</li> <li>stop watches</li> <li>VCR/DVD</li> <li>X-Box Kinect/Wii</li> <li><a href="http://www.ahperd.org">www.ahperd.org</a></li> <li><a href="http://www.cdc.gov">www.cdc.gov</a></li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>Common tasks</li> <li>Formative/Summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>Student to student</li> <li>Teacher to student</li> <li>Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p>

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		<p style="text-align: center;">jumping, balance, lifting, gripping, spotting</p> <p>1.2.2 Shows consistency in <b>skills specific to games and sports/activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Team/Field Sports:</b> soccer, whiffle ball, flag football, softball, ultimate ball/Frisbee, basketball, floor hockey, lacrosse (optional field hockey), speedball, capture the flag, and cage ball                             <ul style="list-style-type: none"> <li>○ <b>skills:</b> throwing, kicking, passing, receiving, pivoting, carrying, hitting, base running, dribbling, striking, dodging                                     <ul style="list-style-type: none"> <li>▪ <b>Grade 6:</b> consistent form</li> <li>▪ <b>Grade 7:</b> consistent form and some accuracy</li> <li>▪ <b>Grade 8:</b> consistent form and consistent accuracy</li> </ul> </li> </ul> </li> <li>• <b>Net/Wall Sports:</b> badminton, volleyball, pickle ball, hand ball                             <ul style="list-style-type: none"> <li>○ <b>skills:</b> stroking, hitting/serving, passing, setting                                     <ul style="list-style-type: none"> <li>▪ <b>Grade 6:</b> consistent form</li> <li>▪ <b>Grade 7:</b> consistent form and some accuracy</li> <li>▪ <b>Grade 8:</b> consistent form and consistent accuracy</li> </ul> </li> </ul> </li> <li>• <b>Individual Sports:</b> track and field, golf                             <ul style="list-style-type: none"> <li>○ <b>skills:</b> running, jumping, throwing, hurdling, striking                                     <ul style="list-style-type: none"> <li>▪ <b>Grade 6:</b> consistent form</li> <li>▪ <b>Grade 7:</b> consistent form and some accuracy</li> <li>▪ <b>Grade 8:</b> consistent form and consistent accuracy</li> </ul> </li> </ul> </li> </ul>	<p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• critical thinking</li> <li>• problem solving</li> <li>• reflection/evaluation</li> <li>• research</li> </ul> <p><b>Applies best practice of teaching physical education:</b> The physical education teacher</p> <ul style="list-style-type: none"> <li>• Provides clear expectations for student learning</li> <li>• Organizes pairs, groups, and teams</li> <li>• Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instruction</li> <li>• Uses a variety of direct and indirect teaching styles</li> <li>• Allows students guided choices</li> <li>• Emphasizes critical thinking and problem-solving tactics</li> <li>• Demonstrates enthusiasm for an active, healthy lifestyle</li> <li>• Provides for appropriate practice</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.edhelper.com">www.edhelper.com</a></li> <li>• <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> </ul> <p><b>PE Equipment</b></p> <ul style="list-style-type: none"> <li>• athletic tape</li> <li>• balls</li> <li>• bases</li> <li>• bats</li> <li>• cones</li> <li>• field marking paint</li> <li>• fitness equipment</li> <li>• Frisbees</li> <li>• gloves, bocce balls</li> <li>• hula hoop</li> <li>• jump ropes</li> <li>• locks</li> <li>• mats</li> <li>• nets</li> <li>• paddles</li> <li>• parachutes</li> <li>• ping pong tables</li> <li>• pinnies</li> <li>• rackets</li> <li>• shuttle- cocks</li> <li>• standards, goals</li> <li>• sticks</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• binders</li> <li>• clip boards</li> <li>• construction</li> <li>• DVDs</li> <li>• markers</li> <li>• poster boards</li> <li>• student white boards</li> <li>• white board markers and erasers</li> </ul> <p><b>School library</b></p> <ul style="list-style-type: none"> <li>• Computer lab and library books</li> <li>• Current Physical Education Magazines</li> </ul>	<p>Rubrics/checklist</p> <p>Performance-based tasks</p> <p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> </ul>

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<p>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.3 Adapt and combine skills to the demands of increasingly complex situations of selected movement forms</p>		<p><b>The student</b></p> <p>1.3.1 Adapts and combines skills to the demands of increasingly complex situations of selected movement forms:</p> <ul style="list-style-type: none"> <li>• <b>Team/Field Sports:</b> soccer, whiffle ball, flag football, softball, ultimate ball/Frisbee, basketball, floor hockey, lacrosse (optional field hockey), speedball, capture the flag, and cage ball</li> </ul> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>○ <b>Grade 6</b> <ul style="list-style-type: none"> <li>▪ running/throwing</li> <li>▪ dribbling/kicking</li> <li>▪ dribbling/passing</li> <li>▪ begins running/receiving/shooting</li> </ul> </li> </ul>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p>Differentiates instruction by <b>varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>• anchoring</li> <li>• cubing, etc.</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• think/pair/share</li> <li>• tiered assignments</li> </ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• authentic</li> <li>• challenging</li> <li>• cognitive</li> <li>• collaborative</li> <li>• constructivist/heuristic</li> <li>• democratic</li> <li>• developmental</li> <li>• experiential</li> </ul>	<p><b><u>Textbooks</u></b></p> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appropriate Instructional Practice Guidelines for Middle School Physical Education</a></li> <li>• <a href="#">Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition</a></li> <li>• <a href="#">Guidelines for Physical Education Programs, 2<sup>nd</sup> edition</a></li> <li>• <a href="#">Moving into the Future National Standards for Physical Education</a></li> <li>• <a href="#">Opportunity to Learn Guidelines for Middle School Physical Education NASPE</a></li> <li>• <a href="#">P.E. Teacher's Skill by Skill</a></li> <li>• <a href="#">Physical Best Activity Guide, NASPE</a></li> <li>• <a href="#">Presidential Fitness Challenge</a></li> <li>• <a href="#">Shape-up Rhode Island</a></li> <li>• <a href="#">Success Oriented P.E. Activities for Secondary Students</a></li> <li>• <a href="#">Supporting Physically Active Lifestyles through Quality Physical Education (RIDE)</a></li> <li>• <a href="#">The Rhode Island Physical Education Framework</a></li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Common tasks</li> <li>• Formative/Summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals</b></p>

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		<ul style="list-style-type: none"> <li>▪ begins running/ carrying/pivoting</li> <li>▪ hitting/base running</li> <li>○ <b>Grade 7</b> (increase distance size, speed, players)                             <ul style="list-style-type: none"> <li>▪ running/throwing</li> <li>▪ receiving/dribbling/kicking</li> <li>▪ receiving/dribbling/passing</li> <li>▪ running/receiving/shooting</li> <li>▪ pivoting/running/ passing/ carrying/dodging</li> <li>▪ hitting/base running</li> </ul> </li> <li>○ <b>Grade 8</b> (increase distance, size, speed, players, and fluency)                             <ul style="list-style-type: none"> <li>▪ running/throwing</li> <li>▪ receiving/dribbling/kicking</li> <li>▪ receiving/dribbling/passing</li> <li>▪ running/receiving/ shooting</li> <li>▪ pivoting/receiving/running/ passing/carrying/dodging</li> <li>▪ hitting/base running</li> </ul> </li> <li>• <b>Net/Wall Sports:</b> badminton, volleyball, pickle ball, hand ball <b>skills:</b> <ul style="list-style-type: none"> <li>○ <b>Grade 6:</b> <ul style="list-style-type: none"> <li>▪ begins stepping/stroking</li> <li>▪ begins gripping</li> <li>▪ receiving /hitting</li> <li>▪ receiving /passing</li> <li>▪ begins stepping and hitting</li> </ul> </li> <li>○ <b>Grade 7:</b> (increase distance size, speed, movement, and players)                                     <ul style="list-style-type: none"> <li>▪ stepping/stroking/stepping</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• expressive</li> <li>• holistic</li> <li>• reflective</li> <li>• social</li> <li>• student-centered</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• critical thinking</li> <li>• problem solving</li> <li>• reflection/evaluation</li> <li>• research</li> </ul> <p><b>Applies best practice of teaching physical education:</b> The physical education teacher</p> <ul style="list-style-type: none"> <li>• Provides clear expectations for student learning</li> <li>• Organizes pairs, groups, and teams</li> <li>• Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instruction</li> <li>• Uses a variety of direct and indirect teaching styles</li> <li>• Allows students guided</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• CDs, I-Pod, radio</li> <li>• Computer lab</li> <li>• Elmo</li> <li>• Internet</li> <li>• LCD projector/ laptop</li> <li>• pedometers</li> <li>• Smart Board</li> <li>• stop watches</li> <li>• VCR/DVD</li> <li>• X-Box Kinect/Wii</li> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• <a href="http://www.edhelper.com">www.edhelper.com</a></li> <li>• <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> </ul> <p><b>PE Equipment</b></p> <ul style="list-style-type: none"> <li>• athletic tape</li> <li>• balls</li> <li>• bases</li> <li>• bats</li> <li>• cones</li> <li>• field marking paint</li> <li>• fitness equipment</li> <li>• Frisbees</li> <li>• gloves, bocce balls</li> <li>• hula hoop</li> <li>• jump ropes</li> <li>• locks</li> <li>• mats</li> <li>• nets</li> <li>• paddles</li> <li>• parachutes</li> <li>• ping pong tables</li> <li>• pinnies</li> <li>• rackets</li> <li>• shuttle- cocks</li> <li>• standards, goals</li> <li>• sticks</li> </ul> <p><b>Materials</b></p>	<p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklist</b></p> <p><b>Performance-based tasks</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Written responses -</b> Common Core</p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> </ul>

# EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8 Curriculum Writers:

Curriculum Writers: Ann L. Buckley, Alex Butler, Bryan Diggie, Michael Solitro, and Kerri Scandura

PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>▪ gripping/stroking</li> <li>▪ receiving /hitting/stepping</li> <li>▪ stepping/receiving/passing/stepping</li> <li>▪ stepping and hitting</li> <li>○ <b>Grade 8</b> (increase distance size, speed, players, movement and fluency):                             <ul style="list-style-type: none"> <li>▪ stepping/stroking/stepping</li> <li>▪ gripping/stroking</li> <li>▪ receiving /hitting/stepping</li> <li>▪ stepping/receiving/passing/stepping</li> <li>▪ stepping and hitting</li> </ul> </li> <li>• <b>Individual Sports:</b> track and field, golf                             <ul style="list-style-type: none"> <li>○ <b>Grade 6</b> <ul style="list-style-type: none"> <li>▪ running/jumping</li> <li>▪ stepping/throwing</li> <li>▪ running/hurdling</li> <li>▪ passing/receiving</li> <li>▪ striking</li> </ul> </li> <li>○ <b>Grade 7</b> <ul style="list-style-type: none"> <li>▪ running/jumping</li> <li>▪ stepping/throwing</li> <li>▪ turning/throwing</li> <li>▪ running/hurdling</li> <li>▪ passing/receiving</li> <li>▪ running/passing/receiving/running</li> <li>▪ rotating and striking</li> </ul> </li> <li>○ <b>Grade 8</b> (fluency)                             <ul style="list-style-type: none"> <li>▪ running/jumping</li> <li>▪ approaching/throwing</li> </ul> </li> </ul> </li> </ul>	<p>choices</p> <ul style="list-style-type: none"> <li>• Emphasizes critical thinking and problem-solving tactics</li> <li>• Demonstrates enthusiasm for an active, healthy lifestyle</li> <li>• Provides for appropriate practice</li> </ul>	<ul style="list-style-type: none"> <li>• binders</li> <li>• clip boards</li> <li>• construction</li> <li>• DVDs</li> <li>• markers</li> <li>• poster boards</li> <li>• student white boards</li> <li>• white board markers and erasers</li> </ul> <p><b>School library</b></p> <ul style="list-style-type: none"> <li>• Computer lab and library books</li> <li>• Current Physical Education Magazines</li> </ul> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>• School nurse</li> </ul>	

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>▪ turning/throwing</li> <li>▪ running/hurdling</li> <li>▪ passing/receiving</li> <li>▪ running/passing/receiving/running</li> <li>▪ rotating and striking</li> </ul> <ul style="list-style-type: none"> <li>• <b>Fitness Activities:</b> aerobics (rhythmic activities, dance, etc.), walking, jumping rope, fitness stations/circuit training, resistance/weight training, and plyometrics <b>skills:</b> <ul style="list-style-type: none"> <li>○ <b>Grade 6</b> <ul style="list-style-type: none"> <li>○ pushing/ lifting</li> <li>○ stepping/lifting</li> <li>○ jumping/running</li> <li>○ running/pivoting</li> <li>○ balancing/lifting</li> <li>○ gripping/lifting</li> </ul> </li> <li>○ <b>Grade 7-8</b> (increase resistance and fluency)                             <ul style="list-style-type: none"> <li>○ pushing/ lifting</li> <li>○ stepping/lifting</li> <li>○ jumping/running</li> <li>○ running/pivoting</li> <li>○ running/jumping</li> <li>○ bounding (level change jumping)</li> <li>○ balancing/lifting</li> <li>○ gripping/lifting</li> </ul> </li> </ul> </li> </ul>			
1. Students will demonstrate competency in many movement forms and proficiency in a		<b>The student</b>			

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>few movement forms.</p> <p>1.4 Show competence in modified versions in a variety of movement forms (e.g., half-court basketball - use different size ball, more players on team ).</p>		<p>1.4.1 Shows competence in <b>modified versions</b> in a variety of movement forms</p> <ul style="list-style-type: none"> <li>• <b>Team/Field Sports:</b> soccer, whiffle ball, flag football, softball, ultimate ball/Frisbee, basketball, floor hockey, lacrosse (optional field hockey), speedball, capture the flag, and cage ball                             <ul style="list-style-type: none"> <li>○ <b>modifications:</b> size of field/court, number of players, size of equipment, rules, and duration</li> </ul> </li> <li>• <b>Net/Wall Sports:</b> badminton, volleyball, pickle ball, hand ball                             <ul style="list-style-type: none"> <li>○ <b>modifications:</b> size of field/court, number of players, size of equipment, rules, and duration</li> </ul> </li> <li>• <b>Individual Sports:</b> track and field, golf                             <ul style="list-style-type: none"> <li>○ <b>modifications:</b> size of equipment and duration</li> </ul> </li> <li>• <b>Fitness Activities:</b> aerobics (rhythmic activities, dance, etc.), walking, jumping rope, fitness stations/circuit training, resistance/weight training, and plyometrics                             <ul style="list-style-type: none"> <li>○ <b>modifications:</b> equipment, weights, duration, and space constraints                                     <ul style="list-style-type: none"> <li>▪ <u>Grade 6</u> - beginning cardio/resistance training</li> <li>▪ <u>Grade 7</u> - developing cardio/resistance plan</li> <li>▪ <u>Grade 8</u> - implementing cardio/resistance plan</li> </ul> </li> </ul> </li> </ul>	<p>See instructional strategies in 11.1</p>	<p>See resources in 1.1.1</p>	<p>See assessments in 1.1.1</p>

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>2. Students will apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.1 Use information from a variety of sources of internal and external origin to improve performance.</p>		<p><b>The student</b></p> <p>2.1.1 Knows and understands the importance of warm-up exercises (stretching, calisthenics) in preparation for all movement forms.</p> <p>2.1.2 Recognizes warm-up exercises as essential to the prevention of injury and to maximum performance.</p> <p>2.1.3 Demonstrates application of warm-up exercises prior to participation in all movement forms.</p> <p>2.1.4 Uses information from a variety of sources</p> <ul style="list-style-type: none"> <li>• <b>internal origin</b>, e.g. previous knowledge</li> <li>• <b>external origin</b>, e.g. written, verbal, and visual materials</li> </ul> <p>to improve skill performance, e.g. proper technique stance, grip, preparation, execution, follow through.</p>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>• anchoring</li> <li>• cubing, etc.</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• think/pair/share</li> <li>• tiered assignments</li> </ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• authentic</li> <li>• challenging</li> <li>• cognitive</li> <li>• collaborative</li> <li>• constructivist/heuristic</li> <li>• democratic</li> <li>• developmental</li> <li>• experiential</li> <li>• expressive</li> <li>• holistic</li> <li>• reflective</li> <li>• social</li> <li>• student-centered</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• communication</li> </ul>	<p><b><u>Textbooks</u></b></p> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appropriate Instructional Practice Guidelines for Middle School Physical Education</a></li> <li>• <a href="#">Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition</a></li> <li>• <a href="#">Guidelines for Physical Education Programs, 2<sup>nd</sup> edition</a></li> <li>• <a href="#">Moving into the Future National Standards for Physical Education</a></li> <li>• <a href="#">Opportunity to Learn Guidelines for Middle School Physical Education NASPE</a></li> <li>• <a href="#">P.E. Teacher's Skill by Skill</a></li> <li>• <a href="#">Physical Best Activity Guide, NASPE</a></li> <li>• <a href="#">Presidential Fitness Challenge</a></li> <li>• <a href="#">Shape-up Rhode Island</a></li> <li>• <a href="#">Success Oriented P.E. Activities for Secondary Students</a></li> <li>• <a href="#">Supporting Physically Active Lifestyles through Quality Physical Education (RIDE)</a></li> <li>• <a href="#">The Rhode Island Physical Education Framework</a></li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>• CDs, I-Pod, radio</li> <li>• Computer lab</li> <li>• Elmo</li> <li>• Internet</li> <li>• LCD projector/ laptop</li> <li>• pedometers</li> <li>• Smart Board</li> <li>• stop watches</li> <li>• VCR/DVD</li> <li>• X-Box Kinect/Wii</li> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• <a href="http://www.edhelper.com">www.edhelper.com</a></li> <li>• <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Common tasks</li> <li>• Formative/Summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklist</b></p>

# EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8

Curriculum Writers:

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			<ul style="list-style-type: none"> <li>• critical thinking</li> <li>• problem solving</li> <li>• reflection/evaluation</li> <li>• research</li> </ul> <p><b>Applies best practice of teaching physical education:</b> The physical education teacher</p> <ul style="list-style-type: none"> <li>• Provides clear expectations for student learning</li> <li>• Organizes pairs, groups, and teams</li> <li>• Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instruction</li> <li>• Uses a variety of direct and indirect teaching styles</li> <li>• Allows students guided choices</li> <li>• Emphasizes critical thinking and problem-solving tactics</li> <li>• Demonstrates enthusiasm for an active, healthy lifestyle</li> <li>• Provides for appropriate practice</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> </ul> <p><b>PE Equipment</b></p> <ul style="list-style-type: none"> <li>• athletic tape</li> <li>• balls</li> <li>• bases</li> <li>• bats</li> <li>• cones</li> <li>• field marking paint</li> <li>• fitness equipment</li> <li>• Frisbees</li> <li>• gloves, bocce balls</li> <li>• hula hoop</li> <li>• jump ropes</li> <li>• locks</li> <li>• mats</li> <li>• nets</li> <li>• paddles</li> <li>• parachutes</li> <li>• ping pong tables</li> <li>• pinnies</li> <li>• rackets</li> <li>• shuttle- cocks</li> <li>• standards, goals</li> <li>• sticks</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• binders</li> <li>• clip boards</li> <li>• construction</li> <li>• DVDs</li> <li>• markers</li> <li>• poster boards</li> <li>• student white boards</li> <li>• white board markers and erasers</li> </ul> <p><b>School library</b></p> <ul style="list-style-type: none"> <li>• Computer lab and library books</li> <li>• Current Physical Education Magazines</li> </ul> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>• School nurse</li> </ul>	<p><b>Performance-based tasks</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Written responses - Common Core</b></p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> </ul>

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>2. Students will apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.2 Identify and apply bio-mechanical principles to enhance performance.</p>		<p><b>The student</b></p> <p>2.2.1 Identifies the concepts of <b>biomechanical principles</b>:</p> <ul style="list-style-type: none"> <li>• <b>stability/balance</b> <ul style="list-style-type: none"> <li>▪ center of gravity</li> <li>▪ counterbalance</li> </ul> </li> <li>• <b>motion</b> <ul style="list-style-type: none"> <li>▪ linear</li> <li>▪ rotary/spin</li> <li>▪ inertia</li> <li>▪ acceleration/deceleration</li> <li>▪ friction</li> <li>▪ action/reaction</li> <li>▪ rate</li> </ul> </li> <li>• <b>leverage</b> <ul style="list-style-type: none"> <li>▪ proximity</li> </ul> </li> <li>• <b>force</b> <ul style="list-style-type: none"> <li>▪ production</li> <li>▪ application absorption.</li> </ul> </li> </ul> <p>2.2.2 Applies <b>biomechanical principles</b> to improve skill performance</p> <ul style="list-style-type: none"> <li>• <b>Grade 6:</b> in 1 movement form from <u>one</u> of the following categories           <ul style="list-style-type: none"> <li>○ Team/Field Sports</li> <li>○ Net/Wall Sports</li> <li>○ Individual Sports:</li> <li>○ Fitness activities</li> </ul> </li> </ul>	<p>See instructional strategies in 2.1.1</p>	<p>See resources in 2.1.1</p>	<p>See assessments in 2.1.1</p>

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>• <b>Grades 7:</b> in 1 movement form from <u>two</u> of the following categories                             <ul style="list-style-type: none"> <li>○ Team/Field Sports</li> <li>○ Net/Wall Sports</li> <li>○ Individual Sports:</li> <li>○ Fitness activities</li> </ul> </li> <li>• <b>Grades 8:</b> in 2 movement forms from <u>two</u> of the following categories                             <ul style="list-style-type: none"> <li>○ Team/Field Sports</li> <li>○ Net/Wall Sports</li> <li>○ Individual Sports:</li> <li>○ Fitness activities</li> </ul> </li> </ul>			
<p>2. Students will apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.3 Identify and apply critical elements of various movement forms to provide feedback for both self- and peer-assessment.</p>		<p><b>The student</b></p> <p>2.3.1 Understands that critical elements includes learning cues to reinforce correct form for fundamental skills</p> <p>2.3.2 Identifies and applies the <b>critical elements</b> of various movement forms to provide feedback for both self- and peer- assessment</p> <ul style="list-style-type: none"> <li>• <b>ready position</b> (team/field, net/wall, individual, fitness)</li> <li>• <b>grip</b> (invasion, net/wall, individual, fitness)</li> <li>• preparation (team/field, net, individual, fitness)</li> <li>• <b>point of contact</b> (team/field, net/wall, individual, fitness)</li> <li>• <b>follow-through</b> (team/field, net/wall, individual,</li> </ul>	See instructional strategies in 2.1.1	See resources in 2.1.1	See assessments in 2.1.1

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		fitness) <ul style="list-style-type: none"> <li>• <b>body action, space, time, energy</b> (team/field, net/wall, individual, fitness, dance).</li> </ul>			
2. Students will apply movement concepts and principles to the learning and development of motor skills.  2.4 Understand and apply strategies in a variety of game situations.		<b>The student</b>  2.4.1 Understands and applies strategies in a variety of game situations.  2.4.2 Applies <b>basic offensive</b> and <b>defensive strategies</b> in games and sports <ul style="list-style-type: none"> <li>• <b>Team Sports:</b> soccer, flag football, ultimate ball/Frisbee, basketball, floor hockey, lacrosse (optional field hockey), speedball, capture the flag, and cage ball                             <ul style="list-style-type: none"> <li>○ <u>Grade 6</u> <ul style="list-style-type: none"> <li>▪ movement off the ball (offense)                                     <ul style="list-style-type: none"> <li>• positioning to receive passes</li> <li>• moving to open space</li> <li>• communication</li> </ul> </li> <li>▪ movement off the ball (defense)                                     <ul style="list-style-type: none"> <li>• mark/guard opponents</li> <li>• communication</li> </ul> </li> <li>▪ movement with the ball (offense)                                     <ul style="list-style-type: none"> <li>• pass, shoot/score, move</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<u><b>DISTRICT INITIATIVES &amp; RESEARCH</b></u>  <b>Differentiates instruction by varying the content, process, and product</b> and implementing <ul style="list-style-type: none"> <li>• anchoring</li> <li>• cubing, etc.</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• think/pair/share</li> <li>• tiered assignments</li> </ul> <b>Facilitates best practices of teaching that include:</b> <ul style="list-style-type: none"> <li>• authentic</li> <li>• challenging</li> <li>• cognitive</li> <li>• collaborative</li> <li>• constructivist/heuristic</li> <li>• democratic</li> <li>• developmental</li> <li>• experiential</li> <li>• expressive</li> <li>• holistic</li> <li>• reflective</li> <li>• social</li> <li>• student-centered</li> </ul> <b>Addresses multiple intelligences</b> (instructional strategies)	<u><b>Textbooks</b></u>  <u><b>Supplementary books/materials</b></u> <ul style="list-style-type: none"> <li>• <i>Appropriate Instructional Practice Guidelines for Middle School Physical Education</i></li> <li>• <i>Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition</i></li> <li>• <i>Guidelines for Physical Education Programs, 2<sup>nd</sup> edition</i></li> <li>• <i>Moving into the Future National Standards for Physical Education</i></li> <li>• <i>Opportunity to Learn Guidelines for Middle School Physical Education NASPE</i></li> <li>• <i>P.E. Teacher's Skill by Skill</i></li> <li>• <i>Physical Best Activity Guide, NASPE</i></li> <li>• <i>Presidential Fitness Challenge</i></li> <li>• <i>Shape-up Rhode Island</i></li> <li>• <i>Success Oriented P.E. Activities for Secondary Students</i></li> <li>• <i>Supporting Physically Active Lifestyles through Quality Physical Education (RIDE)</i></li> <li>• <i>The Rhode Island Physical Education Framework</i></li> </ul> <u><b>Technology</b></u> <ul style="list-style-type: none"> <li>• CDs, I-Pod, radio</li> <li>• Computer lab</li> <li>• Elmo</li> <li>• Internet</li> <li>• LCD projector/ laptop</li> <li>• pedometers</li> <li>• Smart Board</li> <li>• stop watches</li> <li>• VCR/DVD</li> <li>• X-Box Kinect/Wii</li> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> </ul>	<u><b>STANDARDIZED AND REQUIRED</b></u> <ul style="list-style-type: none"> <li>• Common tasks</li> <li>• Formative/Summative assessments</li> </ul> <u><b>SUGGESTED</b></u>  <b>Anecdotal records</b>  <b>Exhibits</b>  <b>Graphic organizers</b>  <b>Interviews</b> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <b>Journals</b>  <b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)  <b>Oral</b>

# EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8

Curriculum Writers:

Curriculum Writers: Ann L. Buckley, Alex Butler, Bryan Diggie, Michael Solitro, and Kerri Scandura

PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>• faking</li> <li>• communication</li> <li>○ <u>Grades 7 and 8</u> <ul style="list-style-type: none"> <li>▪ movement off the ball (offense)                             <ul style="list-style-type: none"> <li>• positioning to receive passes</li> <li>• positioning to attack the goal</li> <li>• cutting</li> <li>• communication</li> <li>• move to open space</li> </ul> </li> <li>▪ movement off the ball (defense)                             <ul style="list-style-type: none"> <li>• mark/guard opponents</li> <li>• pressure ball carrier</li> <li>• communication</li> <li>• move to close space</li> </ul> </li> <li>▪ movement with the ball (offense)                             <ul style="list-style-type: none"> <li>• pass, shoot/score, move</li> <li>• faking</li> <li>• communication</li> </ul> </li> </ul> </li> <li>• <b>Field Sports:</b> whiffle ball, softball, kick ball             <ul style="list-style-type: none"> <li>○ <u>Grade 6</u> <ul style="list-style-type: none"> <li>▪ attack (offense)                             <ul style="list-style-type: none"> <li>• ball placement/hitting</li> <li>• based on position of fielders</li> <li>• strike zone</li> </ul> </li> <li>▪ fielding tactics (defense)                             <ul style="list-style-type: none"> <li>• batter strengths/weaknesses</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• critical thinking</li> <li>• problem solving</li> <li>• reflection/evaluation</li> <li>• research</li> </ul> <p><b>Applies best practice of teaching physical education:</b> The physical education teacher</p> <ul style="list-style-type: none"> <li>• Provides clear expectations for student learning</li> <li>• Organizes pairs, groups, and teams</li> <li>• Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instruction</li> <li>• Uses a variety of direct and indirect teaching styles</li> <li>• Allows students guided choices</li> <li>• Emphasizes critical thinking and problem-solving tactics</li> <li>• Demonstrates enthusiasm for an active, healthy lifestyle</li> <li>• Provides for appropriate practice</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• <a href="http://www.edhelper.com">www.edhelper.com</a></li> <li>• <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> </ul> <p><b>PE Equipment</b></p> <ul style="list-style-type: none"> <li>• athletic tape</li> <li>• balls</li> <li>• bases</li> <li>• bats</li> <li>• cones</li> <li>• field marking paint</li> <li>• fitness equipment</li> <li>• Frisbees</li> <li>• gloves, bocce balls</li> <li>• hula hoop</li> <li>• jump ropes</li> <li>• locks</li> <li>• mats</li> <li>• nets</li> <li>• paddles</li> <li>• parachutes</li> <li>• ping pong tables</li> <li>• pinnies</li> <li>• rackets</li> <li>• shuttle- cocks</li> <li>• standards, goals</li> <li>• sticks</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• binders</li> <li>• clip boards</li> <li>• construction</li> <li>• DVDs</li> <li>• markers</li> <li>• poster boards</li> <li>• student white boards</li> <li>• white board markers and erasers</li> </ul> <p><b>School library</b></p> <ul style="list-style-type: none"> <li>• Computer lab and library books</li> <li>• Current Physical Education</li> </ul>	<p><b>Rubrics/checklist</b></p> <p><b>Performance-based tasks</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Written responses - Common Core</b></p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> </ul>

# EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8 Curriculum Writers:

Curriculum Writers: Ann L. Buckley, Alex Butler, Bryan Diggle, Michael Solitro, and Kerri Scandura

PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>• runners strengths/weaknesses</li> <li>• game score/situations</li> <li>○ Grades 7 - 8                             <ul style="list-style-type: none"> <li>▪ attack (offense)                                     <ul style="list-style-type: none"> <li>• ball placement/hitting based on position of fielders; type of pitch delivered; position of base runners</li> </ul> </li> <li>▪ fielding tactics (defense)                                     <ul style="list-style-type: none"> <li>• positioning based on pitching/ batter/ runners strength weaknesses</li> </ul> </li> <li>• game score/situations</li> </ul> </li> <li>• <b>Net/Wall Sports:</b> badminton, volleyball, pickle ball, hand ball                             <ul style="list-style-type: none"> <li>○ <u>Grade 6</u> <ul style="list-style-type: none"> <li>▪ ready position</li> <li>▪ hit to open spaces (offense, defense)</li> <li>▪ volley/rally</li> </ul> </li> <li>○ <u>Grade 7 and 8</u> <ul style="list-style-type: none"> <li>▪ ready position</li> <li>▪ shot placement (offense)                                     <ul style="list-style-type: none"> <li>• hit to open spaces</li> <li>• move opponent to create scoring opportunities</li> </ul> </li> <li>▪ extend volley/rally</li> </ul> </li> </ul> </li> <li>• <b>Individual Sports:</b> track and field, golf                             <ul style="list-style-type: none"> <li>○ accuracy</li> </ul> </li> </ul>		<p>Magazines</p> <p><u>School/Community</u></p> <ul style="list-style-type: none"> <li>• School nurse</li> </ul>	

# EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8 Curriculum Writers:

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>○ personal strengths/weaknesses</li> <li>○ peer strength/weaknesses (relay)</li> <li>○ equipment selection/strategy</li> </ul> <p>2.4.3 Understands and applies special situations/restarting play in a variety of activities, e.g.</p> <ul style="list-style-type: none"> <li>• corner kick</li> <li>• free throw</li> <li>• throw-ins</li> <li>• face-off.</li> </ul>			
<p>2. Students will apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.5 Transfer movement skills, concepts and principles between activities at a consistent level.</p>		<p><b>The student</b></p> <p>2.5.1 Understands</p> <ul style="list-style-type: none"> <li>• <b>movement skills</b>, e.g. striking skills - serving in tennis in volleyball</li> <li>• <b>concepts</b> (understanding), e.g. transfer of similar concepts from skill to skill</li> <li>• <b>principles</b> (why), e.g. good performance is linked to process; similarities and differences between activities at a consistent level.</li> </ul> <p>2.5.2 Transfers and uses movement and patterns within movement form categories (Connecticut p. 23 #H.9.3)</p> <ul style="list-style-type: none"> <li>• <b>Team/Field Sports:</b> soccer, whiffle ball, flag football, softball, ultimate ball/Frisbee, basketball, floor hockey, lacrosse (optional field hockey), speedball, capture the flag, and cage ball                             <ul style="list-style-type: none"> <li>○ <b>skills:</b> throwing, kicking, passing, receiving, pivoting, carrying, hitting, base</li> </ul> </li> </ul>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>• anchoring</li> <li>• cubing, etc.</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• think/pair/share</li> <li>• tiered assignments</li> </ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• authentic</li> <li>• challenging</li> <li>• cognitive</li> <li>• collaborative</li> <li>• constructivist/heuristic</li> <li>• democratic</li> <li>• developmental</li> <li>• experiential</li> <li>• expressive</li> <li>• holistic</li> </ul>	<p><b><u>Textbooks</u></b></p> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li>• <i>Appropriate Instructional Practice Guidelines for Middle School Physical Education</i></li> <li>• <i>Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition</i></li> <li>• <i>Guidelines for Physical Education Programs, 2<sup>nd</sup> edition</i></li> <li>• <i>Moving into the Future National Standards for Physical Education</i></li> <li>• <i>Opportunity to Learn Guidelines for Middle School Physical Education NASPE</i></li> <li>• <i>P.E. Teacher's Skill by Skill</i></li> <li>• <i>Physical Best Activity Guide, NASPE</i></li> <li>• <i>Presidential Fitness Challenge</i></li> <li>• <i>Shape-up Rhode Island</i></li> <li>• <i>Success Oriented P.E. Activities for Secondary Students</i></li> <li>• <i>Supporting Physically Active Lifestyles through Quality Physical Education (RIDE)</i></li> <li>• <i>The Rhode Island Physical Education Framework</i></li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>• CDs, I-Pod, radio</li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Common tasks</li> <li>• Formative/Summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments (e.g. role</b></p>

# EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8 Curriculum Writers:

Curriculum Writers: Ann L. Buckley, Alex Butler, Bryan Diggie, Michael Solitro, and Kerri Scandura

PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<p style="text-align: center;">running</p> <ul style="list-style-type: none"> <li>○ <b>strategies:</b> offensive and defensive</li> <li>○ <b>rules:</b> objective of the game</li> <li>○ <b>prevention of injury:</b> warm-ups and cool downs</li> </ul> <ul style="list-style-type: none"> <li>• <b>Net/Wall Sports:</b> badminton, volleyball, pickle ball, hand ball                             <ul style="list-style-type: none"> <li>○ <b>skills:</b> stroking, hitting, passing</li> <li>○ <b>strategies:</b> offensive and defensive</li> <li>○ <b>rules:</b> objective of the game</li> </ul> </li> <li>• <b>Individual Sports:</b> track and field, golf                             <ul style="list-style-type: none"> <li>○ <b>skills:</b> running, jumping, throwing, hurdling</li> <li>○ <b>strategies:</b> offensive and defensive</li> <li>○ <b>rules:</b> objective of the game</li> </ul> </li> <li>• <b>Fitness Activities:</b> aerobics (rhythmic activities, dance, etc.), walking, jumping rope, fitness stations/circuit training, resistance/weight training, and plyometrics                             <ul style="list-style-type: none"> <li>○ <b>skills :</b> stance, posture, alignment, balance, lifting, grip, spotting, weight transfer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• reflective</li> <li>• social</li> <li>• student-centered</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• critical thinking</li> <li>• problem solving</li> <li>• reflection/evaluation</li> <li>• research</li> </ul> <p><b>Applies best practice of teaching physical education:</b> The physical education teacher</p> <ul style="list-style-type: none"> <li>• Provides clear expectations for student learning</li> <li>• Organizes pairs, groups, and teams</li> <li>• Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instruction</li> <li>• Uses a variety of direct and indirect teaching styles</li> <li>• Allows students guided choices</li> <li>• Emphasizes critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Computer lab</li> <li>• Elmo</li> <li>• Internet</li> <li>• LCD projector/ laptop</li> <li>• pedometers</li> <li>• Smart Board</li> <li>• stop watches</li> <li>• VCR/DVD</li> <li>• X-Box Kinect/Wii</li> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• <a href="http://www.edhelper.com">www.edhelper.com</a></li> <li>• <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> </ul> <p><b>PE Equipment</b></p> <ul style="list-style-type: none"> <li>• athletic tape</li> <li>• balls</li> <li>• bases</li> <li>• bats</li> <li>• cones</li> <li>• field marking paint</li> <li>• fitness equipment</li> <li>• Frisbees</li> <li>• gloves, bocce balls</li> <li>• hula hoop</li> <li>• jump ropes</li> <li>• locks</li> <li>• mats</li> <li>• nets</li> <li>• paddles</li> <li>• parachutes</li> <li>• ping pong tables</li> <li>• pinnies</li> <li>• rackets</li> <li>• shuttle- cocks</li> <li>• standards, goals</li> <li>• sticks</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• binders</li> <li>• clip boards</li> </ul>	<p>playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklist</b></p> <p><b>Performance-based tasks</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Written responses - Common Core</b></p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> </ul>
		<p>2.5.3 Understands skills in terms of similarities and differences in order to apply the concept of transfer</p> <ul style="list-style-type: none"> <li>• Team/Field Sports</li> <li>• Net/Wall Sports</li> <li>• Individual Sports</li> <li>• Fitness Activities.</li> </ul>			
		<p>2.5.4 Analyzes skills in terms of similarities and differences in order to apply the concept of</p>			

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		transfer <ul style="list-style-type: none"> <li>• Team/Field Sports</li> <li>• Net/Wall Sports</li> <li>• Individual Sports</li> <li>• Fitness Activities.</li> </ul>	and problem-solving tactics <ul style="list-style-type: none"> <li>• Demonstrates enthusiasm for an active, healthy lifestyle</li> <li>• Provides for appropriate practice</li> </ul>	<ul style="list-style-type: none"> <li>• construction</li> <li>• DVDs</li> <li>• markers</li> <li>• poster boards</li> <li>• student white boards</li> <li>• white board markers and erasers</li> </ul> <p><b>School library</b></p> <ul style="list-style-type: none"> <li>• Computer lab and library books</li> <li>• Current Physical Education Magazines</li> </ul> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>• School nurse</li> </ul>	
3. Students will understand the implications of and the benefits derived from involvement in physical activity.  3.1 Explain the <b>physical benefits</b> of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes)		<p><b>The student</b></p> <p>3.1.1 Explains the physical benefits of regular participation in physical activity e.g.</p> <ul style="list-style-type: none"> <li>• increase health benefits                             <ul style="list-style-type: none"> <li>▪ strengthens heart function</li> <li>▪ increases energy</li> <li>▪ lowers blood pressure</li> <li>▪ improves muscular strength and endurance</li> <li>▪ improves bone strength</li> <li>▪ reduces body fat</li> <li>▪ controls weight</li> <li>▪ increases immune system function</li> <li>▪ increases metabolism</li> <li>▪ reduces stress</li> <li>▪ increases lung volume</li> <li>▪ improves sleep patterns/quality</li> </ul> </li> </ul>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p>Differentiates instruction by <b>varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>• anchoring</li> <li>• cubing, etc.</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• think/pair/share</li> <li>• tiered assignments</li> </ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• authentic</li> <li>• challenging</li> <li>• cognitive</li> <li>• collaborative</li> <li>• constructivist/heuristic</li> <li>• democratic</li> <li>• developmental</li> <li>• experiential</li> <li>• expressive</li> </ul>	<p><b><u>Textbooks</u></b></p> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li>• <i>Appropriate Instructional Practice Guidelines for Middle School Physical Education</i></li> <li>• <i>Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition</i></li> <li>• <i>Guidelines for Physical Education Programs, 2<sup>nd</sup> edition</i></li> <li>• <i>Moving into the Future National Standards for Physical Education</i></li> <li>• <i>Opportunity to Learn Guidelines for Middle School Physical Education NASPE</i></li> <li>• <i>P.E. Teacher's Skill by Skill</i></li> <li>• <i>Physical Best Activity Guide, NASPE</i></li> <li>• <i>Presidential Fitness Challenge</i></li> <li>• <i>Shape-up Rhode Island</i></li> <li>• <i>Success Oriented P.E. Activities for Secondary Students</i></li> <li>• <i>Supporting Physically Active Lifestyles through Quality Physical Education (RIDE)</i></li> <li>• <i>The Rhode Island Physical Education Framework</i></li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>• CDs, I-Pod, radio</li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Common tasks</li> <li>• Formative/Summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences</b></p>

# EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8

Curriculum Writers:

Curriculum Writers: Ann L. Buckley, Alex Butler, Bryan Diggie, Michael Solitro, and Kerri Scandura

PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>• disease prevention                             <ul style="list-style-type: none"> <li>▪ cardiovascular</li> <li>▪ diabetes</li> <li>▪ osteoporosis</li> <li>▪ obesity</li> <li>▪ chronic illnesses</li> <li>▪ respiratory diseases.</li> </ul> </li> </ul> <p>3.1.2 Explains the relationship between physical activity and longevity.</p>	<ul style="list-style-type: none"> <li>• holistic</li> <li>• reflective</li> <li>• social</li> <li>• student-centered</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• critical thinking</li> <li>• problem solving</li> <li>• reflection/evaluation</li> <li>• research</li> </ul> <p><b>Applies best practice of teaching physical education:</b> The physical education teacher</p> <ul style="list-style-type: none"> <li>• Provides clear expectations for student learning</li> <li>• Organizes pairs, groups, and teams</li> <li>• Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instruction</li> <li>• Uses a variety of direct and indirect teaching styles</li> <li>• Allows students guided choices</li> </ul>	<ul style="list-style-type: none"> <li>• Computer lab</li> <li>• Elmo</li> <li>• Internet</li> <li>• LCD projector/ laptop</li> <li>• pedometers</li> <li>• Smart Board</li> <li>• stop watches</li> <li>• VCR/DVD</li> <li>• X-Box Kinect/Wii</li> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• <a href="http://www.edhelper.com">www.edhelper.com</a></li> <li>• <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> </ul> <p><b>PE Equipment</b></p> <ul style="list-style-type: none"> <li>• athletic tape</li> <li>• balls</li> <li>• bases</li> <li>• bats</li> <li>• cones</li> <li>• field marking paint</li> <li>• fitness equipment</li> <li>• Frisbees</li> <li>• gloves, bocce balls</li> <li>• hula hoop</li> <li>• jump ropes</li> <li>• locks</li> <li>• mats</li> <li>• nets</li> <li>• paddles</li> <li>• parachutes</li> <li>• ping pong tables</li> <li>• pinnies</li> <li>• rackets</li> <li>• shuttle- cocks</li> <li>• standards, goals</li> <li>• sticks</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• binders</li> <li>• clip boards</li> </ul>	<p><b>assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklist</b></p> <p><b>Performance-based tasks</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Written responses - Common Core</b></p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> </ul>

**EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8** Curriculum Writers:

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			<ul style="list-style-type: none"> <li>• Emphasizes critical thinking and problem-solving tactics</li> <li>• Demonstrates enthusiasm for an active, healthy lifestyle</li> <li>• Provides for appropriate practice</li> </ul>	<ul style="list-style-type: none"> <li>• construction</li> <li>• DVDs</li> <li>• markers</li> <li>• poster boards</li> <li>• student white boards</li> <li>• white board markers and erasers</li> </ul> <p><u>School library</u></p> <ul style="list-style-type: none"> <li>• Computer lab and library books</li> <li>• Current Physical Education Magazines</li> </ul> <p><u>School/Community</u></p> <ul style="list-style-type: none"> <li>• School nurse</li> </ul>	
<p>3. Students will understand the implications of and the benefits derived from involvement in physical activity.</p> <p>3.2 Explain the <b>emotional benefits</b> of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline).</p>		<p><b>The student</b></p> <p>3.2.1 Explains the <b>emotional benefits</b> of regular participation in physical activity e.g.</p> <ul style="list-style-type: none"> <li>• increases             <ul style="list-style-type: none"> <li>○ self-esteem</li> <li>○ self image and confidence</li> <li>○ endorphins that trigger positive feelings (e.g. runners high)</li> <li>○ self-discipline</li> </ul> </li> <li>• reduces             <ul style="list-style-type: none"> <li>○ stress</li> <li>○ depression</li> <li>○ anxiety.</li> </ul> </li> </ul>	<p>See instructional strategies in 3.1.1</p>	<p>See resources in 3.1.1</p>	<p>See assessments in 3.1.1</p>

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<b>PHYSICAL EDUCATION</b>	<b>UNIT</b>	<b>BENCHMARKS</b> (East Providence School District)	<b>INSTRUCTIONAL STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVIDENCE</b>
<p>3. Students will understand the implications of and the benefits derived from involvement in physical activity.</p> <p>3.3 Explain the <b>social benefits</b> of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork).</p>		<p><b>The student</b></p> <p>3.3.1 Explains the <b>social benefits</b> of regular participation in physical activity e.g.,</p> <ul style="list-style-type: none"> <li>• cooperation</li> <li>• sportsmanship</li> <li>• teamwork</li> <li>• relationships                             <ul style="list-style-type: none"> <li>○ friends</li> <li>○ peers</li> <li>○ family</li> <li>○ school</li> <li>○ community.</li> </ul> </li> </ul> <p>3.3.2 Understands that physical activity provides an opportunity for positive social interaction through</p> <ul style="list-style-type: none"> <li>• positive communication</li> <li>• honesty</li> <li>• trust</li> <li>• respect</li> <li>• cooperation</li> <li>• discipline</li> <li>• tolerance</li> <li>• conflict resolution.</li> </ul>	<p>See instructional strategies in 3.1.1</p>	<p>See resources in 3.1.1</p>	<p>See assessments in 3.1.1</p>
<p>3. Students will understand the implications of and the benefits derived from</p>		<p><b>The student</b></p>			

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
involvement in physical activity.  3.4 Explain the <b>cognitive benefits</b> of regular participation in physical activity (e.g., improves focus and concentration).		3.4.1 Explains the <b>cognitive benefits</b> of regular participation in physical activity e.g., <ul style="list-style-type: none"> <li>• produces state of relaxed alertness conducive to learning</li> <li>• improves focus, concentration and awareness.</li> </ul> 3.4.2 Understands that physical activity can increase <ul style="list-style-type: none"> <li>• physiological factors/changes which enhance cognitive function and decision-making                             <ul style="list-style-type: none"> <li>○ increases levels of endorphins in the brain</li> <li>○ increases blood flow (oxygen) to the brain</li> </ul> </li> <li>• test scores</li> <li>• focus, concentration and awareness</li> <li>• better attendance in schools.</li> </ul> 3.4.3 Understands the value of physical activity for life-long wellness.	See instructional strategies in 3.1.1	See resources in 3.1.1	See assessments in 3.1.1
3. Students will understand the implications of and the benefits derived from involvement in physical activity.  3.5 Participate in more challenging activities to learn new skills.		<b>The student</b>  3.5.1 Participates in more challenging activities: <ul style="list-style-type: none"> <li>• Team/Field Sports</li> <li>• Net/Wall Sports</li> <li>• Individual Sports</li> <li>• Fitness Activities to learn new skills.</li> </ul>	See instructional strategies in 3.1.1	See resources in 3.1.1	See assessments in 3.1.1

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		3.5.2 Demonstrates willingness to try new activities or challenges.			
3. Students will understand the implications of and the benefits derived from involvement in physical activity.  3.6 Use physical activity as a means of <b>self-expression</b> .		<p><b>The student</b></p> <p>3.6.1 Uses physical activity:</p> <ul style="list-style-type: none"> <li>• Team/Field Sports</li> <li>• Net/Wall Sports</li> <li>• Individual Sports</li> <li>• Fitness Activities</li> </ul> <p>as a means of self-expression by creating a dance routine, workout, etc.</p>	See instructional strategies in 3.1.1	See resources in 3.1.1	See assessments in 3.1.1
4. Students will apply physical activity- related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.  4.1 Participate in a health-related physical fitness assessment (e.g.,		<p><b>The student</b></p> <p>4.1.1 Participates in Fitnessgram Test to assess</p> <ul style="list-style-type: none"> <li>• aerobic capacity/cardiovascular endurance</li> <li>• agility</li> <li>• flexibility</li> <li>• muscular strength and endurance</li> </ul>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>• anchoring</li> <li>• cubing, etc.</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• think/pair/share</li> <li>• tiered assignments</li> </ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• authentic</li> <li>• challenging</li> </ul>	<p><b><u>Textbooks</u></b></p> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appropriate Instructional Practice Guidelines for Middle School Physical Education</a></li> <li>• <a href="#">Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition</a></li> <li>• <a href="#">Guidelines for Physical Education Programs, 2<sup>nd</sup> edition</a></li> <li>• <a href="#">Moving into the Future National Standards for Physical Education</a></li> <li>• <a href="#">Opportunity to Learn Guidelines for Middle School Physical Education NASPE</a></li> <li>• <a href="#">P.E. Teacher's Skill by Skill</a></li> <li>• <a href="#">Physical Best Activity Guide, NASPE</a></li> <li>• <a href="#">Presidential Fitness Challenge</a></li> <li>• <a href="#">Shape-up Rhode Island</a></li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Common tasks</li> <li>• Formative/Summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> </ul>

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
FitnessGram, Physical Best, President's Council).		<ul style="list-style-type: none"> <li>• speed.</li> </ul> <p>4.1.2 Participates in the Presidential Fitness Challenge to assess.</p> <ul style="list-style-type: none"> <li>• aerobic capacity/cardiovascular endurance</li> <li>• agility</li> <li>• flexibility</li> <li>• muscular strength and endurance</li> <li>• speed.</li> </ul>	<ul style="list-style-type: none"> <li>• cognitive</li> <li>• collaborative</li> <li>• constructivist/heuristic</li> <li>• democratic</li> <li>• developmental</li> <li>• experiential</li> <li>• expressive</li> <li>• holistic</li> <li>• reflective</li> <li>• social</li> <li>• student-centered</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• critical thinking</li> <li>• problem solving</li> <li>• reflection/evaluation</li> <li>• research</li> </ul> <p><b>Applies best practice of teaching physical education:</b> The physical education teacher</p> <ul style="list-style-type: none"> <li>• Provides clear expectations for student learning</li> <li>• Organizes pairs, groups, and teams</li> <li>• Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities,</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Success Oriented P.E. Activities for Secondary Students</a></li> <li>• <a href="#">Supporting Physically Active Lifestyles through Quality Physical Education</a> (RIDE)</li> <li>• <a href="#">The Rhode Island Physical Education Framework</a></li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• CDs, I-Pod, radio</li> <li>• Computer lab</li> <li>• Elmo</li> <li>• Internet</li> <li>• LCD projector/ laptop</li> <li>• pedometers</li> <li>• Smart Board</li> <li>• stop watches</li> <li>• VCR/DVD</li> <li>• X-Box Kinect/Wii</li> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• <a href="http://www.edhelper.com">www.edhelper.com</a></li> <li>• <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> </ul> <p><b>PE Equipment</b></p> <ul style="list-style-type: none"> <li>• athletic tape</li> <li>• balls</li> <li>• bases</li> <li>• bats</li> <li>• cones</li> <li>• field marking paint</li> <li>• fitness equipment</li> <li>• Frisbees</li> <li>• gloves, bocce balls</li> <li>• hula hoop</li> <li>• jump ropes</li> <li>• locks</li> <li>• mats</li> <li>• nets</li> <li>• paddles</li> <li>• parachutes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklist</b></p> <p><b>Performance-based tasks</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Written responses - Common Core</b></p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> </ul>

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			and closes with physiological cool down and a review of instruction <ul style="list-style-type: none"> <li>• Uses a variety of direct and indirect teaching styles</li> <li>• Allows students guided choices</li> <li>• Emphasizes critical thinking and problem-solving tactics</li> <li>• Demonstrates enthusiasm for an active, healthy lifestyle</li> <li>• Provides for appropriate practice</li> </ul>	<ul style="list-style-type: none"> <li>• ping pong tables</li> <li>• pinnies</li> <li>• rackets</li> <li>• shuttle- cocks</li> <li>• standards, goals</li> <li>• sticks</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• binders</li> <li>• clip boards</li> <li>• construction</li> <li>• DVDs</li> <li>• markers</li> <li>• poster boards</li> <li>• student white boards</li> <li>• white board markers and erasers</li> </ul> <p><b>School library</b></p> <ul style="list-style-type: none"> <li>• Computer lab and library books</li> <li>• Current Physical Education Magazines</li> </ul> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>• School nurse</li> </ul>	
4. Students will apply physical activity- related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.		<b>The student</b>			
4.2 Make progress towards, meet, or exceed in the		4.2.1 Understands and analyzes nationally recognized scores for healthy zone established by the Fitnessgram /Presidential Fitness Challenge.	See instructional strategies in 4.1.1	See resources in 4.1.1	See assessments in 4.1.1

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
health-related fitness standards of the assessment tool.		4.2.2 Compares and contrasts personal pretest scores on the Fitnessgram/Presidential Fitness Challenge with national scores.  4.2.3 Creates target goals for each fitness component on the Fitnessgram/Presidential Fitness Challenge.  4.2.4 Engages in physical activity to <b>improve</b> scores for each of the fitness components on the Fitnessgram/Presidential Fitness Challenge. 4.2.5 Self-evaluates his/her fitness improvement.  4.2.6 Identifies the nationally recognized scores for exemplary fitness (established Fitnessgram/Presidential Fitness Challenge).			
4. Students will apply physical activity- related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.		<b>The student</b>			
4.3 Assess and evaluate personal health status from fitness assessment results.		4.3.1 Assesses and evaluates personal health status from the Fitnessgram/ Presidential Fitness Challenge healthy zone regarding: <ul style="list-style-type: none"> <li>• sit and reach/flexibility</li> <li>• pacer/aerobic capacity/cardiovascular endurance</li> <li>• half mile run/ aerobic capacity/cardiovascular endurance</li> <li>• push-ups/muscular strength and endurance</li> </ul>	See instructional strategies in 4.1.1	See resources in 4.1.1	See assessments in 4.1.1

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>• curl-ups/muscular strength and endurance</li> <li>• shuttle run/muscular strength and endurance.</li> </ul> <p>4.3.2 Assesses and evaluates pre Fitness gram/ Presidential Fitness Challenge and identifies strengths and weaknesses.</p> <p>4.3.3 Assesses and evaluates post Fitness gram/ Presidential Fitness Challenge and identifies strengths and weaknesses.</p>			
<p>4. Students will apply physical activity- related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</p> <p>4.4 Develop personal fitness goals and a plan to achieve those goals based on the results of the health-related physical fitness assessment.</p>		<p><b>The student</b></p> <p>4.4.1 Uses physical fitness test results to set and adjust goals to improve fitness.  <b>Grades 6,7 and 8:</b> defines principles of exercise:</p> <ul style="list-style-type: none"> <li>• <b>specificity</b> - type of exercises that increase fitness in each of the five specific areas <ul style="list-style-type: none"> <li>○ aerobic capacity/cardiovascular</li> <li>○ muscular endurance</li> <li>○ muscular strength</li> <li>○ flexibility</li> <li>○ body composition</li> </ul> </li> <li>• <b>progression</b> - gradual increase in FITT <ul style="list-style-type: none"> <li>○ frequency</li> <li>○ intensity</li> </ul> </li> </ul>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>• anchoring</li> <li>• cubing, etc.</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• think/pair/share</li> <li>• tiered assignments</li> </ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• authentic</li> <li>• challenging</li> <li>• cognitive</li> <li>• collaborative</li> <li>• constructivist/heuristic</li> <li>• democratic</li> <li>• developmental</li> <li>• experiential</li> <li>• expressive</li> <li>• holistic</li> </ul>	<p><b><u>Textbooks</u></b></p> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appropriate Instructional Practice Guidelines for Middle School Physical Education</a></li> <li>• <a href="#">Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition</a></li> <li>• <a href="#">Guidelines for Physical Education Programs, 2<sup>nd</sup> edition</a></li> <li>• <a href="#">Moving into the Future National Standards for Physical Education</a></li> <li>• <a href="#">Opportunity to Learn Guidelines for Middle School Physical Education NASPE</a></li> <li>• <a href="#">P.E. Teacher's Skill by Skill</a></li> <li>• <a href="#">Physical Best Activity Guide, NASPE</a></li> <li>• <a href="#">Presidential Fitness Challenge</a></li> <li>• <a href="#">Shape-up Rhode Island</a></li> <li>• <a href="#">Success Oriented P.E. Activities for Secondary Students</a></li> <li>• <a href="#">Supporting Physically Active Lifestyles through Quality Physical Education (RIDE)</a></li> <li>• <a href="#">The Rhode Island Physical Education Framework</a></li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>• CDs, I-Pod, radio</li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Common tasks</li> <li>• Formative/Summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments (e.g. role</b></p>

# EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8

Curriculum Writers:

Curriculum Writers: Ann L. Buckley, Alex Butler, Bryan Diggie, Michael Solitro, and Kerri Scandura

PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>o time</li> <li>o type (does not pertain to progression)</li> <li>• <b>overload</b> - providing a greater stress on the muscle group than it usually handles to increase fitness, FITT                             <ul style="list-style-type: none"> <li>o frequency</li> <li>o intensity</li> <li>o time</li> <li>o type.</li> </ul> </li> </ul> <p>4.4.2 Applies understanding of fitness principles to develop personal fitness</p> <p><b>Grade 6:</b> utilizes a prescribed fitness plan based on the principles of exercise:</p> <ul style="list-style-type: none"> <li>• <b>specificity</b> - type of exercises that increase fitness in each of the five specific areas                             <ul style="list-style-type: none"> <li>o aerobic capacity/cardiovascular endurance</li> <li>o muscular endurance</li> <li>o muscular strength</li> <li>o flexibility</li> <li>o body composition</li> </ul> </li> </ul> <p><b>Grade 7:</b> develop and implement a personal fitness plan based on the principles of exercise</p> <ul style="list-style-type: none"> <li>• <b>specificity</b> - type of exercises that increase fitness in each of the five specific areas                             <ul style="list-style-type: none"> <li>o aerobic capacity/cardiovascular</li> <li>o muscular endurance</li> <li>o muscular strength</li> <li>o flexibility</li> <li>o body composition</li> </ul> </li> <li>• <b>progression</b> - gradual increase in FITT                             <ul style="list-style-type: none"> <li>o frequency</li> <li>o intensity</li> <li>o time</li> <li>o type</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• reflective</li> <li>• social</li> <li>• student-centered</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• critical thinking</li> <li>• problem solving</li> <li>• reflection/evaluation</li> <li>• research</li> </ul> <p><b>Applies best practice of teaching physical education:</b> The physical education teacher</p> <ul style="list-style-type: none"> <li>• Provides clear expectations for student learning</li> <li>• Organizes pairs, groups, and teams</li> <li>• Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instruction</li> <li>• Uses a variety of direct and indirect teaching styles</li> <li>• Allows students guided choices</li> <li>• Emphasizes critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Computer lab</li> <li>• Elmo</li> <li>• Internet</li> <li>• LCD projector/ laptop</li> <li>• pedometers</li> <li>• Smart Board</li> <li>• stop watches</li> <li>• VCR/DVD</li> <li>• X-Box Kinect/Wii</li> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• <a href="http://www.edhelper.com">www.edhelper.com</a></li> <li>• <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> </ul> <p><b>PE Equipment</b></p> <ul style="list-style-type: none"> <li>• athletic tape</li> <li>• balls</li> <li>• bases</li> <li>• bats</li> <li>• cones</li> <li>• field marking paint</li> <li>• fitness equipment</li> <li>• Frisbees</li> <li>• gloves, bocce balls</li> <li>• hula hoop</li> <li>• jump ropes</li> <li>• locks</li> <li>• mats</li> <li>• nets</li> <li>• paddles</li> <li>• parachutes</li> <li>• ping pong tables</li> <li>• pinnies</li> <li>• rackets</li> <li>• shuttle- cocks</li> <li>• standards, goals</li> <li>• sticks</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• binders</li> <li>• clip boards</li> </ul>	<p>playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklist</b></p> <p><b>Performance-based tasks</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Written responses - Common Core</b></p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> </ul>

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		<ul style="list-style-type: none"> <li>• <b>overload</b> - providing a greater stress on the muscle group than it usually handles to increase fitness, FITT                             <ul style="list-style-type: none"> <li>○ frequency</li> <li>○ intensity</li> <li>○ time</li> <li>○ type</li> </ul> </li> </ul> <p><b>Grade 8:</b> develop, implement, and modify a personal fitness plan with goals and incentives based on the principles of exercise</p> <ul style="list-style-type: none"> <li>• <b>specificity</b> - type of exercises that increase fitness in each of the five specific areas                             <ul style="list-style-type: none"> <li>○ aerobic capacity/cardiovascular</li> <li>○ muscular endurance</li> <li>○ muscular strength</li> <li>○ flexibility</li> <li>○ body composition</li> </ul> </li> <li>• <b>progression</b> - gradual increase in FITT                             <ul style="list-style-type: none"> <li>○ frequency</li> <li>○ intensity</li> <li>○ time</li> <li>○ type</li> </ul> </li> <li>• <b>overload</b> - providing a greater stress on the muscle group than it usually handles to increase fitness, FITT                             <ul style="list-style-type: none"> <li>○ frequency</li> <li>○ intensity</li> <li>○ time</li> <li>○ type.</li> </ul> </li> </ul> <p>4.4.3 Applies <b>warm-up principles</b> to all fitness plans</p> <ul style="list-style-type: none"> <li>• low intensity activity, e.g. walking, jogging</li> <li>• dynamic stretching, e.g. walking lunges, high knees</li> <li>• static stretching, e.g. holding straddle stretch.</li> </ul>	<p>and problem-solving tactics</p> <ul style="list-style-type: none"> <li>• Demonstrates enthusiasm for an active, healthy lifestyle</li> <li>• Provides for appropriate practice</li> </ul>	<ul style="list-style-type: none"> <li>• construction</li> <li>• DVDs</li> <li>• markers</li> <li>• poster boards</li> <li>• student white boards</li> <li>• white board markers and erasers</li> </ul> <p><u>School library</u></p> <ul style="list-style-type: none"> <li>• Computer lab and library books</li> <li>• Current Physical Education Magazines</li> </ul> <p><u>School/Community</u></p> <ul style="list-style-type: none"> <li>• School nurse</li> </ul>	

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<p>4. Students will apply physical activity- related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</p> <p>4.5 Participate in activities to achieve personal fitness goals.</p>		<p><b>The student</b></p> <p>4.5.1 Understands the importance of regularly participating in health-enhancing and personally rewarding physical activity outside the physical education class setting.</p> <p>4.5.2 Identifies and participates in a variety of physical activities (in and outside of the school) to achieve personal fitness goals in</p> <ul style="list-style-type: none"> <li>• aerobic capacity/cardiovascular endurance                             <ul style="list-style-type: none"> <li>○ walk</li> <li>○ jog</li> <li>○ run</li> <li>○ swim</li> <li>○ bike</li> <li>○ rope jumping</li> <li>○ skateboarding and roller blading</li> <li>○ skiing</li> <li>○ team and individual sports</li> </ul> </li> <li>• muscular strength and endurance                             <ul style="list-style-type: none"> <li>○ push-ups</li> <li>○ sit-ups</li> <li>○ chin-ups</li> <li>○ weight lifting</li> <li>○ resistance training</li> </ul> </li> </ul>	<p>See instructional strategies in 4.1.1</p>	<p>See resources in 4.1.1</p>	<p>See assessments in 4.1.1</p>

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		<ul style="list-style-type: none"> <li>○ plyometric training</li> <li>• flexibility                             <ul style="list-style-type: none"> <li>○ static stretching</li> <li>○ dynamic stretching.</li> </ul> </li> </ul>			
<p>4. Students will apply physical activity- related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</p> <p>4.6 Participate in activities to improve skills and health (include activities related to each component of health-related physical fitness).</p>		<p><b>The student</b></p> <p>4.6.1 Applies the principles of progression (frequency, intensity, time, and type) to improve <b>skills</b> and <b>health</b> by participating in the following activities:</p> <ul style="list-style-type: none"> <li>• aerobic capacity/cardiovascular endurance                             <ul style="list-style-type: none"> <li>○ walk</li> <li>○ jog</li> <li>○ run</li> <li>○ swim</li> <li>○ bike</li> <li>○ rope jumping</li> <li>○ skateboarding and roller blading</li> <li>○ skiing</li> <li>○ team and individual sports</li> <li>○ net/wall sports</li> </ul> </li> <li>• muscular strength and endurance                             <ul style="list-style-type: none"> <li>○ push-ups</li> <li>○ sit-ups</li> <li>○ chin-ups</li> <li>○ weight lifting</li> </ul> </li> </ul>	See instructional strategies in 4.1.1	See resources in 4.1.1	See assessments in 4.1.1

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		<ul style="list-style-type: none"> <li>○ resistance training</li> <li>○ plyometric training</li> <li>• flexibility                             <ul style="list-style-type: none"> <li>○ static stretching</li> <li>○ dynamic stretching.</li> </ul> </li> </ul>			
<p>4. Students will apply physical activity- related skills and concepts to maintain a physically active lifestyle and a health- enhancing level of physical fitness.</p> <p>4.7 Explain factors that affect physical activity and develop some strategies to maintain a physically active lifestyle.</p>		<p><b>The student</b></p> <p>4.7.1 Identifies and explains factors that inhibit or encourage a physically active lifestyle, e.g.</p> <ul style="list-style-type: none"> <li>• <b>inhibit:</b> time constraints, financial considerations, motivation, accessibility, environment</li> <li>• <b>encourage:</b> friends and family role models, time management, confidence, cultural interests, environment</li> </ul> <p>4.7.2 Develop personal strategies to adopt and maintain a physically active lifestyle</p> <ul style="list-style-type: none"> <li>• setting goals that are realistic</li> <li>• rewarding success</li> <li>• finding enjoyable activities</li> <li>• explaining positive and negative attitudes toward exercise.</li> </ul>	See instructional strategies in 4.1.1	See resources in 4.1.1	See assessments in 4.1.1

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>4. Students will apply physical activity- related skills and concepts to maintain a physically active lifestyle and a health- enhancing level of physical fitness.</p> <p>4.8 Meet or exceed National physical activity recommendations by participating in physical activities in structured and non-structured settings that promote lifelong fitness and health.</p>		<p><b>The student</b></p> <p>4.8.1 Meet or exceed national physical activity recommendations by participating in physical activities in structured and non-structured settings that promote lifelong fitness and health</p> <p>4.8.2 Maintains an activity log to meet recommendations of 60 minutes per day at least 5 days per week (CDC, NASPE, <b>moderate</b> physical activity)</p> <p>4.8.3 Participates in moderate to <b>vigorous</b> physical activities most days of the week.</p>	<p>See instructional strategies in 4.1.1</p>	<p>See resources in 4.1.1</p>	<p>See assessments in 4.1.1</p>
<p>4. Students will apply physical activity- related skills and concepts to maintain a physically active lifestyle</p>		<p><b>The student</b></p>			

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<p>and a health-enhancing level of physical fitness.</p> <p>4.9 Describe how various technologies can help to assess, plan, maintain and enhance physical activity level (e.g. web-based programs, heart rate monitors, pedometers, etc.)</p>		<p>4.9.1 Describes how various technologies in and out of school that can help to assess, plan, maintain and enhance physical activity level e.g.</p> <ul style="list-style-type: none"> <li>• web-based programs</li> <li>• heart rate monitors</li> <li>• pedometers</li> <li>• physical activity log</li> <li>• X-Box Kinect and Wii</li> <li>• I-Fit Program.</li> </ul> <p>4.9.2 Monitors physical activity and intensity levels using technology e.g.</p> <ul style="list-style-type: none"> <li>• heart rate monitors</li> <li>• physical activity log</li> <li>• chronographs</li> <li>• tread mills</li> <li>• I-Fit Program.</li> </ul>	<p>See instructional strategies in 4.1.1</p>	<p>See resources in 4.1.1</p>	<p>See assessments in 4.1.1</p>
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings.</p> <p>5.1 Use responsible decision making in all physical activity settings. (e.g.,</p>		<p><b>The student</b></p> <p>5.1.1 Uses responsible decision making in all physical activity settings</p> <ul style="list-style-type: none"> <li>• applying safe practices, e.g. proper attire to allow for uninhibited movement</li> <li>• rules and procedures</li> <li>• proper, intended, and safe equipment use.</li> </ul>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>• anchoring</li> <li>• cubing, etc.</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• think/pair/share</li> <li>• tiered assignments</li> </ul> <p><b>Facilitates best practices of</b></p>	<p><b><u>Textbooks</u></b></p> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appropriate Instructional Practice Guidelines for Middle School Physical Education</a></li> <li>• <a href="#">Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition</a></li> <li>• <a href="#">Guidelines for Physical Education Programs, 2<sup>nd</sup> edition</a></li> <li>• <a href="#">Moving into the Future National Standards for Physical Education</a></li> <li>• <a href="#">Opportunity to Learn Guidelines for Middle School Physical Education NASPE</a></li> <li>• <a href="#">P.E. Teacher's Skill by Skill</a></li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Common tasks</li> <li>• Formative/Summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p>

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<p>applying safe practices, laws, rules, and procedures).</p>		<p>5.1.2 Wears safe, appropriate, and alternative clothing to participate in physical activities</p> <ul style="list-style-type: none"> <li>• tied sneakers</li> <li>• attire to allow for uninhibited movement</li> <li>• adhere to school handbook.</li> </ul> <p>5.1.3 Understands and applies safety consideration for:</p> <ul style="list-style-type: none"> <li>• Team/Field Sports</li> <li>• Net/Wall Sports</li> <li>• Individual Sports</li> <li>• Fitness Activities.</li> </ul> <p>5.1.4 Makes responsible safety decisions to avoid</p> <ul style="list-style-type: none"> <li>• dehydration</li> <li>• over exertion.</li> </ul>	<p><b>teaching that include:</b></p> <ul style="list-style-type: none"> <li>• authentic</li> <li>• challenging</li> <li>• cognitive</li> <li>• collaborative</li> <li>• constructivist/heuristic</li> <li>• democratic</li> <li>• developmental</li> <li>• experiential</li> <li>• expressive</li> <li>• holistic</li> <li>• reflective</li> <li>• social</li> <li>• student-centered</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• critical thinking</li> <li>• problem solving</li> <li>• reflection/evaluation</li> <li>• research</li> </ul> <p><b>Applies best practice of teaching physical education:</b> The physical education teacher</p> <ul style="list-style-type: none"> <li>• Provides clear expectations for student learning</li> <li>• Organizes pairs, groups, and teams</li> <li>• Begins with anticipatory set</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Physical Best Activity Guide</a>, NASPE</li> <li>• Presidential Fitness Challenge</li> <li>• Shape-up Rhode Island</li> <li>• <a href="#">Success Oriented P.E. Activities for Secondary Students</a></li> <li>• <a href="#">Supporting Physically Active Lifestyles through Quality Physical Education</a> (RIDE)</li> <li>• <a href="#">The Rhode Island Physical Education Framework</a></li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• CDs, I-Pod, radio</li> <li>• Computer lab</li> <li>• Elmo</li> <li>• Internet</li> <li>• LCD projector/ laptop</li> <li>• pedometers</li> <li>• Smart Board</li> <li>• stop watches</li> <li>• VCR/DVD</li> <li>• X-Box Kinect/Wii</li> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• <a href="http://www.edhelper.com">www.edhelper.com</a></li> <li>• <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> </ul> <p><b>PE Equipment</b></p> <ul style="list-style-type: none"> <li>• athletic tape</li> <li>• balls</li> <li>• bases</li> <li>• bats</li> <li>• cones</li> <li>• field marking paint</li> <li>• fitness equipment</li> <li>• Frisbees</li> <li>• gloves, bocce balls</li> <li>• hula hoop</li> <li>• jump ropes</li> <li>• locks</li> </ul>	<p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklist</b></p> <p><b>Performance-based tasks</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Written responses - Common Core</b></p> <ul style="list-style-type: none"> <li>• Arguments</li> </ul> <p><b>Informative Performance-based tasks</b></p> <p><b>Self and peer</b></p>

# EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8 Curriculum Writers:

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			<p>and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instruction</p> <ul style="list-style-type: none"> <li>• Uses a variety of direct and indirect teaching styles</li> <li>• Allows students guided choices</li> <li>• Emphasizes critical thinking and problem-solving tactics</li> <li>• Demonstrates enthusiasm for an active, healthy lifestyle</li> <li>• Provides for appropriate practice</li> </ul>	<ul style="list-style-type: none"> <li>• mats</li> <li>• nets</li> <li>• paddles</li> <li>• parachutes</li> <li>• ping pong tables</li> <li>• pinnies</li> <li>• rackets</li> <li>• shuttle- cocks</li> <li>• standards, goals</li> <li>• sticks</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• binders</li> <li>• clip boards</li> <li>• construction</li> <li>• DVDs</li> <li>• markers</li> <li>• poster boards</li> <li>• student white boards</li> <li>• white board markers and erasers</li> </ul> <p><b>School library</b></p> <ul style="list-style-type: none"> <li>• Computer lab and library books</li> <li>• Current Physical Education Magazines</li> </ul> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>• School nurse</li> </ul>	<p><b>evaluation</b></p> <p><b>Written responses - Common Core</b></p> <ul style="list-style-type: none"> <li>• Arguments</li> </ul> <p><b>Informative Performance-based tasks</b></p> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Written responses - Common Core</b></p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informational writing</li> </ul>
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings.</p> <p>5.2 Explain the influence of peer pressure on behavior in</p>		<p><b>The student</b></p> <p>5.2.1 Explains the influence of peer pressure on behavior in physical activity settings. e.g.</p> <ul style="list-style-type: none"> <li>• positive peers that             <ul style="list-style-type: none"> <li>○ follow the rules</li> <li>○ appropriately dress for physical activity</li> </ul> </li> </ul>	<p>See instructional strategies in 5.1.1</p>	<p>See resources in 5.1.1</p>	<p>See assessments in 5.1.1</p>

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physical activity settings.		<ul style="list-style-type: none"> <li>○ are active participants</li> <li>• negative peers that               <ul style="list-style-type: none"> <li>○ do not follow the rules</li> <li>○ do not appropriately dress for physical activity</li> <li>○ are not active participants</li> <li>○ distract from the learning environment.t</li> </ul> </li> </ul>			
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings.</p> <p>5.3 Resolve conflict in appropriate ways.</p>		<p><b>The student</b></p> <p>5.3.1 Resolves conflicts in appropriate ways.</p> <p>5.3.2 Communicates effectively with others to promote respect, tolerance, and conflict resolution in cooperative and competitive activities.</p> <p>5.3.3 Applies a <b>conflict resolution process</b> when confronted with a behavior choice</p> <ul style="list-style-type: none"> <li>○ <i>define the conflict</i></li> <li>○ <i>agree to solve the problem</i></li> <li>○ <i>exchange reasons for opinions</i></li> <li>○ <i>revise opinions</i></li> <li>○ <i>brainstorm solutions</i></li> <li>○ <i>determine the best solution .</i></li> </ul> <p>5.3.4 Shows respect for others in positive and negative game situations.</p> <p>5.3.5 Accepts all decisions of game officials, e.g. teachers, students, and coaches.</p>	<p>See instructional strategies in 5.1.1</p>	<p>See resources in 5.1.1</p>	<p>See assessments in 5.1.1</p>

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings.</p> <p>5.4 Analyze potential consequences when confronted with a behavior choice.</p>		<p><b>The student</b></p> <p>5.4.1 Analyzes potential consequences when confronted with a behavior choice, e.g.</p> <ul style="list-style-type: none"> <li>• using equipment safely</li> <li>• responding to potential conflict.</li> </ul> <p>5.4.2 Applies in all physical activity settings:</p> <ul style="list-style-type: none"> <li>• safe practices</li> <li>• rules</li> <li>• procedures</li> <li>• etiquette</li> <li>• good sportsmanship.</li> </ul> <p>5.4.3 Recognizes proper technique to prevent injury to self and others.</p>	<p>See instructional strategies in 5.1.1</p>	<p>See resources in 5.1.1</p>	<p>See assessments in 5.1.1</p>
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings.</p> <p>5.5 Work cooperatively with a group to achieve group goals in</p>		<p><b>The student</b></p> <p>5.5.1 Knows the benefits of <b>working cooperatively</b> in a group to achieve group goals.</p> <p>5.5.2 Demonstrates <b>positive behavior</b> in competitive as well as cooperative settings.</p>	<p>See instructional strategies in 5.1.1</p>	<p>See resources in 5.1.1</p>	<p>See assessments in 5.1.1</p>

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
competitive as well as cooperative settings.		5.5.3 Recognizes <b>good play</b> from teammates and opponents.  5.5.4 Makes <b>choices</b> based on the <b>safety</b> of self and others.  5.5.5 Demonstrates cooperation with peers through <b>verbal</b> and <b>non verbal behavior</b> to achieve group goals.  5.5.6 Demonstrates tolerance and acceptance in competitive as well as cooperative settings.			
5. Students will demonstrate responsible personal and social behavior in physical activity settings.  5.6 Discuss the use of physical activity as a means for social interaction.		<b>The student</b>  5.6.1 Discusses how physical activity can provide opportunities for positive social interaction.  5.6.2 Understands that physical activity provides opportunities to meet new friends and develop existing relationships.  5.6.3 Participates in physical activities that provide positive social interactions with others  5.6.4 Differentiates between positive and negative verbal and non-verbal communication, e.g. <ul style="list-style-type: none"> <li>• body language</li> <li>• gestures</li> <li>• expressions</li> </ul>	See instructional strategies in 5.1.1	See resources in 5.1.1	See assessments in 5.1.1

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>words.</li> </ul>			
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings.</p> <p>5.7 Participate with others in games, sports, and activities to achieve a common goal.</p>		<p><b>The student</b></p> <p>5.7.1 Participates with others in games, sports, and activities to achieve a common goal.</p> <p>5.7.2 Demonstrates and understands the following:</p> <ul style="list-style-type: none"> <li>communication</li> <li>conflict resolution</li> <li>cooperation</li> <li>etiquette</li> <li>group identity</li> <li>positive interaction</li> <li>rules and procedures</li> <li>roles and relationships</li> <li>safe practices</li> <li>short and long-term goals</li> <li>sportsmanship</li> <li>teamwork.</li> </ul>	<p>See instructional strategies in 5.1.1</p>	<p>See resources in 5.1.1</p>	<p>See assessments in 5.1.1</p>
<p>6. Students will understand that internal and external environments influence physical activity.</p>		<p><b>The student</b></p>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p>Differentiates instruction by <b>varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>anchoring</li> <li>cubing, etc.</li> </ul>	<p><b><u>Textbooks</u></b></p> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li><i>Appropriate Instructional Practice Guidelines for Middle School Physical Education</i></li> <li><i>Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition</i></li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>Common tasks</li> <li>Formative/Summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p>

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<p>6.1 Describe appropriate and safe areas within the community to participate in physical activity.</p>		<p>6.1.1 Describes appropriate and safe areas within the community to participate in physical activity.</p> <p>6.1.2 Identifies various safe locations that are intended for recreation and play e.g.</p> <ul style="list-style-type: none"> <li>• bike paths</li> <li>• Boys and Girls Clubs</li> <li>• gymnasiums</li> <li>• health centers</li> <li>• parks</li> <li>• playgrounds</li> <li>• ponds</li> <li>• Recreation Department</li> <li>• school grounds</li> <li>• skate parks</li> <li>• YMCA</li> </ul> <p>and explain evidence of why they are safe.</p>	<ul style="list-style-type: none"> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• think/pair/share</li> <li>• tiered assignments</li> </ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• authentic</li> <li>• challenging</li> <li>• cognitive</li> <li>• collaborative</li> <li>• constructivist/heuristic</li> <li>• democratic</li> <li>• developmental</li> <li>• experiential</li> <li>• expressive</li> <li>• holistic</li> <li>• reflective</li> <li>• social</li> <li>• student-centered</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• critical thinking</li> <li>• problem solving</li> <li>• reflection/evaluation</li> <li>• research</li> </ul> <p><b>Applies best practice of teaching physical education:</b> The physical education</p>	<ul style="list-style-type: none"> <li>• <a href="#">Guidelines for Physical Education Programs, 2<sup>nd</sup> edition</a></li> <li>• <a href="#">Moving into the Future National Standards for Physical Education</a></li> <li>• <a href="#">Opportunity to Learn Guidelines for Middle School Physical Education NASPE</a></li> <li>• <a href="#">P.E. Teacher's Skill by Skill</a></li> <li>• <a href="#">Physical Best Activity Guide, NASPE</a></li> <li>• <a href="#">Presidential Fitness Challenge</a></li> <li>• <a href="#">Shape-up Rhode Island</a></li> <li>• <a href="#">Success Oriented P.E. Activities for Secondary Students</a></li> <li>• <a href="#">Supporting Physically Active Lifestyles through Quality Physical Education (RIDE)</a></li> <li>• <a href="#">The Rhode Island Physical Education Framework</a></li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• CDs, I-Pod, radio</li> <li>• Computer lab</li> <li>• Elmo</li> <li>• Internet</li> <li>• LCD projector/ laptop</li> <li>• pedometers</li> <li>• Smart Board</li> <li>• stop watches</li> <li>• VCR/DVD</li> <li>• X-Box Kinect/Wii</li> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• <a href="http://www.edhelper.com">www.edhelper.com</a></li> <li>• <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> </ul> <p><b>PE Equipment</b></p> <ul style="list-style-type: none"> <li>• athletic tape</li> <li>• balls</li> <li>• bases</li> <li>• bats</li> </ul>	<p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklist</b></p> <p><b>Performance-based tasks</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Written responses -</b></p>

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			teacher <ul style="list-style-type: none"> <li>• Provides clear expectations for student learning</li> <li>• Organizes pairs, groups, and teams</li> <li>• Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instruction</li> <li>• Uses a variety of direct and indirect teaching styles</li> <li>• Allows students guided choices</li> <li>• Emphasizes critical thinking and problem-solving tactics</li> <li>• Demonstrates enthusiasm for an active, healthy lifestyle</li> <li>• Provides for appropriate practice</li> </ul>	<ul style="list-style-type: none"> <li>• cones</li> <li>• field marking paint</li> <li>• fitness equipment</li> <li>• Frisbees</li> <li>• gloves, bocce balls</li> <li>• hula hoop</li> <li>• jump ropes</li> <li>• locks</li> <li>• mats</li> <li>• nets</li> <li>• paddles</li> <li>• parachutes</li> <li>• ping pong tables</li> <li>• pinnies</li> <li>• rackets</li> <li>• shuttle- cocks</li> <li>• standards, goals</li> <li>• sticks</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• binders</li> <li>• clip boards</li> <li>• construction</li> <li>• DVDs</li> <li>• markers</li> <li>• poster boards</li> <li>• student white boards</li> <li>• white board markers and erasers</li> </ul> <p><b>School library</b></p> <ul style="list-style-type: none"> <li>• Computer lab and library books</li> <li>• Current Physical Education Magazines</li> </ul> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>• School nurse</li> </ul>	Common Core <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> </ul>
6. Students will understand that internal and external environments influence physical activity.		<b>The student</b>			

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6.2 Describe physical activities that can be performed in a variety of settings.		6.2.1 Identifies physical activities that can be performed in a variety of settings, e.g. <ul style="list-style-type: none"> <li>• <b>Team/Field Sports:</b> soccer, whiffle ball, flag football, softball, ultimate ball/Frisbee, basketball, floor hockey, lacrosse (optional field hockey), speedball, capture the flag, and cage ball                             <ul style="list-style-type: none"> <li>○ interscholastic</li> <li>○ recreational</li> <li>○ elite (e.g. AAU, development team)</li> </ul> </li> <li>• <b>Net/Wall Sports:</b> badminton, volleyball, pickle ball, hand ball                             <ul style="list-style-type: none"> <li>○ recreational</li> <li>○ elite (e.g. AAU, development team)</li> </ul> </li> <li>• <b>Individual Sports:</b> track and field, golf                             <ul style="list-style-type: none"> <li>○ interscholastic</li> <li>○ recreational</li> <li>○ elite (e.g. AAU, development team)</li> </ul> </li> <li>• <b>Fitness Activities:</b> aerobics (rhythmic activities, dance, etc.), walking, jumping rope, fitness stations/circuit training, resistance/weight training, and plyometrics                             <ul style="list-style-type: none"> <li>○ recreational</li> <li>○ private/independent</li> </ul> </li> </ul>	See instructional strategies in 6.1.1	See resources in 6.1.1	See assessments in 6.1.1
6. Students will understand that internal and external environments influence physical activity.		<b>The student</b>			

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6.3 Describe different forms of media and technology that impact one's level of physical activity.		<p>6.3.1 Describes how different forms of media and technology can impact one's level and type of physical activity, e.g.</p> <ul style="list-style-type: none"> <li>• games - Wii Fitness</li> <li>• equipment - treadmill, bicycle</li> <li>• DVDs - exercise programs</li> <li>• media- health related articles, health reports</li> <li>• monitors - heart rate, pedometers</li> <li>• i-Pod, MP-3 - music, motivation</li> <li>• GPS, weather programs - determine activity</li> <li>• Internet - on-line fitness programs</li> <li>• X-Box Kinect</li> <li>• T.V. programming.</li> </ul> <p>6.3.2 Recognizes that media and technology can have positive and negative influences.</p>	See instructional strategies in 6.1.1	See resources in 6.1.1	See assessments in 6.1.1
6. Students will understand that internal and external environments influence physical activity.		<b>The student</b>			
6.4 Describe how one's home/family environment can impact one's level and type of physical activity.		<p>6.4.1 Describes how the home/family environment can impact one's level of physical activity.</p> <p>6.4.2 Understands that family attitudes toward activity influence commitment to physical activity.</p> <p>6.4.3 Discuss financial, nutritional, recreational, and physical activity values from family members.</p> <p>6.4.4 Recognizes that one's home/family environment can</p>	See instructional strategies in 6.1.1	See resources in 6.1.1	See assessments in 6.1.1

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		have positive and negative influences.			
6. Students will understand that internal and external environments influence physical activity.		<b>The student</b>			
6.5 Describe healthy ways to promote physical activity with one's peers.		6.5.1 Describes healthy ways to promote physical activity with one's peers through: <ul style="list-style-type: none"> <li>• modeling (activities outside of the school)</li> <li>• inclusion ( inviting others)</li> <li>• challenging experiences</li> <li>• positive reinforcement.</li> </ul>	See instructional strategies in 6.1.1	See resources in 6.1.1	See assessments in 6.1.1
6. Students will understand that internal and external environments influence physical activity.		<b>The student</b>			
6.6 Identify youth organizations in the community that offer physical activity programs (e.g., YMCA/ YWWCA, Recreation departments,		6.6.1 Identifies youth organizations in the community that offer physical activity programs <ul style="list-style-type: none"> <li>• Boys and Girls Clubs</li> <li>• CYO</li> <li>• health centers</li> <li>• Little League Baseball/Softball</li> <li>• Pop Warner Football</li> <li>• Recreation Department.</li> </ul>	See instructional strategies in 6.1.1	See resources in 6.1.1	See assessments in 6.1.1

**EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8** Curriculum Writers:

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<b>PHYSICAL EDUCATION</b>	<b>UNIT</b>	<b>BENCHMARKS</b> (East Providence School District)	<b>INSTRUCTIONAL STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVIDENCE</b>
PAL).		6.6.2 Recognizes resources in the community: <ul style="list-style-type: none"> <li>• extracurricular clubs</li> <li>• inter-scholastic teams</li> <li>• community recreation programs</li> <li>• YMCA</li> <li>• Boys and Girls Clubs.</li> </ul>			
6. Students will understand that internal and external environments influence physical activity.  6.7 Use a variety of reliable and valid sources to find information about physical activity.		<b>The student</b>  6.7.1 Uses a variety of resources to select physical activity information that is reliable and valid.  6.7.2 Uses physical activity information from: <ul style="list-style-type: none"> <li>• classroom teachers</li> <li>• coach</li> <li>• churches</li> <li>• health teacher</li> <li>• internet sources</li> <li>• library</li> <li>• parents</li> <li>• peers</li> <li>• physical education teacher</li> <li>• print sources</li> <li>• school nurse.</li> </ul>	See instructional strategies in 6.1.1	See resources in 6.1.1	See assessments in 6.1.1
6. Students will understand that internal and external environments		<b>The student</b>			

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<p>influence physical activity.</p> <p>6.8 Describe how positive and negative emotions can impact physical activity levels.</p>		<p>6.8.1 Describes how positive and negative emotions can impact physical activity levels, and describe ways to overcome emotional barriers to physical activity.</p> <p>6.8.2 Describes factors to overcome negative emotions and barriers:</p> <ul style="list-style-type: none"> <li>• positive self-reflections</li> <li>• set realistic goals</li> <li>• supportive peers</li> <li>• rewarding success</li> <li>• recognizes self-accomplishments</li> <li>• motivational techniques e.g. (music, logs, goals, etc.).</li> </ul>	See instructional strategies in 6.1.1	See resources in 6.1.1	See assessments in 6.1.1
<p>7. COMMON CORE ELA (Science and Technical Subjects)</p> <p>7.1 Reading Informational Text</p>		<p><b>The student</b></p> <p><b>Key Ideas and Details</b></p> <p>7.1.1 Cites specific textual evidence to support analysis of scientific and technical texts.</p> <p>7.1.2 Determines the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>7.1.3 Follows precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks,</p>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>• anchoring</li> <li>• cubing, etc.</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• think/pair/share</li> <li>• tiered assignments</li> </ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• authentic</li> <li>• challenging</li> <li>• cognitive</li> <li>• collaborative</li> </ul>	<p><b><u>Textbooks</u></b></p> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appropriate Instructional Practice Guidelines for Middle School Physical Education</a></li> <li>• <a href="#">Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition</a></li> <li>• <a href="#">Guidelines for Physical Education Programs, 2<sup>nd</sup> edition</a></li> <li>• <a href="#">Moving into the Future National Standards for Physical Education</a></li> <li>• <a href="#">Opportunity to Learn Guidelines for Middle School Physical Education NASPE</a></li> <li>• <a href="#">P.E. Teacher's Skill by Skill</a></li> <li>• <a href="#">Physical Best Activity Guide, NASPE</a></li> <li>• <a href="#">Presidential Fitness Challenge</a></li> <li>• <a href="#">Shape-up Rhode Island</a></li> <li>• <a href="#">Success Oriented P.E. Activities for Secondary Students</a></li> <li>• <a href="#">Supporting Physically Active</a></li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Common tasks</li> <li>• Formative/Summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third</li> </ul>

# EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8

Curriculum Writers:

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<p><b>Craft and Structure</b></p> <p>7.1.4 Determines the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i></p> <p>7.1.5 Analyzes the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>7.1.6 Analyzes the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>7.1.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually</p> <p>7.1.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>7.1.9 Compares and contrasts the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p><b>Range and Level of Text Complexity</b></p> <p>7.1.10 Read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>• constructivist/heuristic</li> <li>• democratic</li> <li>• developmental</li> <li>• experiential</li> <li>• expressive</li> <li>• holistic</li> <li>• reflective</li> <li>• social</li> <li>• student-centered</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• critical thinking</li> <li>• problem solving</li> <li>• reflection/evaluation</li> <li>• research</li> </ul> <p><b>Applies best practice of teaching physical education:</b> The physical education teacher</p> <ul style="list-style-type: none"> <li>• Provides clear expectations for student learning</li> <li>• Organizes pairs, groups, and teams</li> <li>• Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of</li> </ul>	<p><i>Lifestyles through Quality Physical Education (RIDE)</i></p> <ul style="list-style-type: none"> <li>• <i>The Rhode Island Physical Education Framework</i></li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• CDs, I-Pod, radio</li> <li>• Computer lab</li> <li>• Elmo</li> <li>• Internet</li> <li>• LCD projector/ laptop</li> <li>• pedometers</li> <li>• Smart Board</li> <li>• stop watches</li> <li>• VCR/DVD</li> <li>• X-Box Kinect/Wii</li> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• <a href="http://www.edhelper.com">www.edhelper.com</a></li> <li>• <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• <a href="http://www.pcentral.com">www.pcentral.com</a></li> <li>• <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> </ul> <p><b>PE Equipment</b></p> <ul style="list-style-type: none"> <li>• athletic tape</li> <li>• balls</li> <li>• bases</li> <li>• bats</li> <li>• cones</li> <li>• field marking paint</li> <li>• fitness equipment</li> <li>• Frisbees</li> <li>• gloves, bocce balls</li> <li>• hula hoop</li> <li>• jump ropes</li> <li>• locks</li> <li>• mats</li> <li>• nets</li> <li>• paddles</li> <li>• parachutes</li> <li>• ping pong tables</li> <li>• pinnies</li> <li>• rackets</li> </ul>	<p>party</p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklist</b></p> <p><b>Performance-based tasks</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Written responses - Common Core</b></p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> </ul>

**EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8** Curriculum Writers:

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<b>PHYSICAL EDUCATION</b>	<b>UNIT</b>	<b>BENCHMARKS</b> (East Providence School District)	<b>INSTRUCTIONAL STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVIDENCE</b>
			instruction <ul style="list-style-type: none"> <li>• Uses a variety of direct and indirect teaching styles</li> <li>• Allows students guided choices</li> <li>• Emphasizes critical thinking and problem-solving tactics</li> <li>• Demonstrates enthusiasm for an active, healthy lifestyle</li> <li>• Provides for appropriate practice</li> </ul>	<ul style="list-style-type: none"> <li>• shuttle- cocks</li> <li>• standards, goals</li> <li>• sticks</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• binders</li> <li>• clip boards</li> <li>• construction</li> <li>• DVDs</li> <li>• markers</li> <li>• poster boards</li> <li>• student white boards</li> <li>• white board markers and erasers</li> </ul> <p><b>School library</b></p> <ul style="list-style-type: none"> <li>• Computer lab and library books</li> <li>• Current Physical Education Magazines</li> </ul> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>• School nurse</li> </ul>	
<p><b>8. COMMON CORE ELA (Science and Technical Subjects)</b></p> <p>8.1 Writing Arguments and Informational Texts</p>		<p>The student</p> <p>8.1.1 Writes <b>arguments</b> focused on <i>discipline-specific content</i> in which they:</p> <ul style="list-style-type: none"> <li>• Introduce a claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support the claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> </ul>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p>Differentiates instruction by <b>varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>• anchoring</li> <li>• cubing, etc.</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• think/pair/share</li> <li>• tiered assignments</li> </ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• authentic</li> <li>• challenging</li> <li>• cognitive</li> </ul>	<p><b><u>Textbooks</u></b></p> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appropriate Instructional Practice Guidelines for Middle School Physical Education</a></li> <li>• <a href="#">Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition</a></li> <li>• <a href="#">Guidelines for Physical Education Programs, 2<sup>nd</sup> edition</a></li> <li>• <a href="#">Moving into the Future National Standards for Physical Education</a></li> <li>• <a href="#">Opportunity to Learn Guidelines for Middle School Physical Education NASPE</a></li> <li>• <a href="#">P.E. Teacher's Skill by Skill</a></li> <li>• <a href="#">Physical Best Activity Guide, NASPE</a></li> <li>• <a href="#">Presidential Fitness Challenge</a></li> <li>• <a href="#">Shape-up Rhode Island</a></li> <li>• <a href="#">Success Oriented P.E. Activities for Secondary Students</a></li> <li>• <a href="#">Supporting Physically Active</a></li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Common tasks</li> <li>• Formative/Summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third</li> </ul>

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a formal style</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented</li> </ul> <p>8.1.2 Writes <b>informative/explanatory</b> texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include             <ul style="list-style-type: none"> <li>○ formatting (e.g., headings)</li> <li>○ graphics (e.g., charts, tables)</li> <li>○ multimedia when useful to aiding comprehension.</li> </ul> </li> <li>• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style and objective tone.</li> </ul>	<ul style="list-style-type: none"> <li>• collaborative</li> <li>• constructivist/heuristic</li> <li>• democratic</li> <li>• developmental</li> <li>• experiential</li> <li>• expressive</li> <li>• holistic</li> <li>• reflective</li> <li>• social</li> <li>• student-centered</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• critical thinking</li> <li>• problem solving</li> <li>• reflection/evaluation</li> <li>• research</li> </ul> <p><b>Applies best practice of teaching physical education:</b> The physical education teacher</p> <ul style="list-style-type: none"> <li>• Provides clear expectations for student learning</li> <li>• Organizes pairs, groups, and teams</li> <li>• Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological</li> </ul>	<p><i>Lifestyles through Quality Physical Education (RIDE)</i></p> <ul style="list-style-type: none"> <li>• <i>The Rhode Island Physical Education Framework</i></li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• CDs, I-Pod, radio</li> <li>• Computer lab</li> <li>• Elmo</li> <li>• Internet</li> <li>• LCD projector/ laptop</li> <li>• pedometers</li> <li>• Smart Board</li> <li>• stop watches</li> <li>• VCR/DVD</li> <li>• X-Box Kinect/Wii</li> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• <a href="http://www.edhelper.com">www.edhelper.com</a></li> <li>• <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• <a href="http://www.pcentral.com">www.pcentral.com</a></li> <li>• <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> </ul> <p><b>PE Equipment</b></p> <ul style="list-style-type: none"> <li>• athletic tape</li> <li>• balls</li> <li>• bases</li> <li>• bats</li> <li>• cones</li> <li>• field marking paint</li> <li>• fitness equipment</li> <li>• Frisbees</li> <li>• gloves, bocce balls</li> <li>• hula hoop</li> <li>• jump ropes</li> <li>• locks</li> <li>• mats</li> <li>• nets</li> <li>• paddles</li> <li>• parachutes</li> <li>• ping pong tables</li> <li>• pinnies</li> <li>• rackets</li> </ul>	<p>party</p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklist</b></p> <p><b>Performance-based tasks</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Written responses - Common Core</b></p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> </ul>

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p>cool down and a review of instruction</p> <ul style="list-style-type: none"> <li>Uses a variety of direct and indirect teaching styles</li> <li>Allows students guided choices</li> <li>Emphasizes critical thinking and problem-solving tactics</li> <li>Demonstrates enthusiasm for an active, healthy lifestyle</li> <li>Provides for appropriate practice</li> </ul>	<ul style="list-style-type: none"> <li>shuttle- cocks</li> <li>standards, goals</li> <li>sticks</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>binders</li> <li>clip boards</li> <li>construction</li> <li>DVDs</li> <li>markers</li> <li>poster boards</li> <li>student white boards</li> <li>white board markers and erasers</li> </ul> <p><b>School library</b></p> <ul style="list-style-type: none"> <li>Computer lab and library books</li> <li>Current Physical Education Magazines</li> </ul> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>School nurse</li> </ul>	
<p><b>8. COMMON CORE ELA (Science and Technical Subjects)</b></p> <p>8.2 Production and Distribution of Writing</p>		<p><b>The student</b></p> <p>8.2.1 Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.2.2 With some guidance and support from peers and adults, strengthens writing as needed by</p> <ul style="list-style-type: none"> <li>planning</li> <li>revising</li> <li>editing</li> <li>rewriting</li> </ul> <p>or trying a new approach after rethinking how well questions of purpose and context have been addressed.</p>	<p>See instructional strategies in 8.1.1</p>	<p>See resources in 8.1.1</p>	<p>See assessments in 8.1.1</p>

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PHYSICAL EDUCATION	UNIT	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		8.3.3 Uses technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently, e.g. <ul style="list-style-type: none"> <li>• <a href="#">Power Point™</a></li> <li>• <a href="#">Photo stories</a></li> <li>• <a href="#">Googledocs.com</a></li> </ul>			