

7-8 Scope and Sequence Physical Education

7-8 Scope & Sequence

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Grade 7	Adventure Education	Omnikin Ball	Tchoukball	Volleyball	Pickleball/Nitroball	Floor Hockey
Grade 8	Adventure Education	Disc Golf	Flag Rugby	Volleyball	Rock Climbing	Yoga

	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
Grade 7	Basketball	Drums Alive	Soccer	Ultimate Frisbee	Yard Games
Grade 8	Pickleball	Badminton	Ultimate Frisbee	Archery	Yard Games

7th Grade Physical Education Scope & Sequence

Content Area:	Physical Education	Grade Level:	7
Date Created:	2019	Author(s):	Alex Simo
Date Revised:		Author(s):	Allie Buschmann

Introduction

Physical Education is the discipline devoted to the study of overall wellness, by educating students on how to be lifelong learners of how to better their own physical, mental, and social awareness of health.

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Title	Adventure Education	Omnikin Ball	Tchoukball	Volleyball
Time: class periods/weeks	2-3 x per week 4 weeks	2-3 x per week 2 weeks	2-3 x per week 3 weeks	2-3 x per week 6 weeks
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>	The purpose of this unit is to educate students on movement concepts as well as improve their social emotional awareness by working in partners and groups.	The purpose of this unit is to educate the students on the skills and knowledge of the sport while also improving their teamwork strategies and cooperative team play.	The purpose of this unit is to educate the students on the sport of tchoukball, as well as to increase their social emotional awareness by working in teams.	The purpose of this unit is to educate students on the sport of volleyball as well as increase their ability to work well in a team atmosphere.
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit.</i> <i>"Students will read/listen to</i>	Students will be able to demonstrate an understanding of movement concepts, personal social behaviors, ability to use effective	Students will be able to demonstrate an understanding of movement concepts specific to the sport of omnikin ball, and will be	Students will be able to demonstrate an understanding of movement concepts that are specific to the sport of tchoukball, as well as	Students will be able to demonstrate an understanding of movement concepts specific to the sport of volleyball, as well as

<p>_____ in order to _____” <i>“Students will show learning by using writing and/or speaking to _____”</i></p>	<p>interpersonal skills, the ability to set goals, take risks, and problem solve.</p>	<p>able to continue their growth with problem solving and working in teams.</p>	<p>continue to promote problem solving and teamwork strategies.</p>	<p>continue to foster their growth of being able to work in the same group of individuals for the entire unit.</p>
<p>Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i></p>	<p>SHAPE/NASPE Standards 1, 4, & 5 (NASPE, 2013)</p> <p>NH Curriculum Guidelines 1, 2, 5 & 6 (NHAHPERD, 2005)</p>	<p>SHAPE/NASPE Standards 1, 2, 3, 4, & 5 (NASPE, 2013)</p> <p>NH Curriculum Guidelines 1, 2, 3, 4, 5 & 6 (NHAHPERD, 2005)</p>	<p>SHAPE/NASPE Standards 1, 2, 4, & 5 (NASPE, 2013)</p> <p>NH Curriculum Guidelines 1, 2, 3, 4, 5 & 6 (NHAHPERD, 2005))</p>	<p>SHAPE/NASPE Standards 1, 2, 3, 4, & 5 (NASPE, 2013)</p> <p>NH Curriculum Guidelines 1, 2, 3, 4, 5 & 6 (NHAHPERD, 2005)</p>
<p>Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i></p>	<p>Weekly exit slips to evaluate students social emotional learning based on their interactions with classmates.</p>	<p>Omnikin ball video on basic rules and skills of the game.</p> <p>Weekly exit slips based on teamwork strategies and respect.</p>	<p>Tchoukball video on basic rules and skills of the game.</p> <p>End of unit test on basic rules and skills.</p>	<p>Two weekly exit slips based on cooperation and respect.</p> <p>End of unit test on basic rules and skills.</p>

National Standards for K-12 Physical Education Copyright 2013, SHAPE America – Society of Health and Physical Educators, New Hampshire State Department of Education Copyright 2005, NHAHPERD – New Hampshire Alliance for Health, Physical Education, Recreation and Dance

7th Grade Physical Education Scope & Sequence Continued

	Unit 5	Unit 6	Unit 7	Unit 8
Unit Title	Pickleball	Floor Hockey	Basketball	Drums Alive
Time: class periods/weeks	2-3 x per week 4 weeks	2-3 x per week 3 weeks	2-3 x per week 2 weeks	2-3 x per week 3 weeks
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>	The purpose of this unit is to educate students on the movement concepts of the sport, and to continue to foster their knowledge and growth on racquet sports.	The purpose of this unit is to educate students on the movement concepts of the sport, and to continue to foster their knowledge and growth on striking sports.	The purpose of this unit is to educate the students on the movement concepts of the sport, as well as to increase their ability to work well in a team atmosphere.	The purpose of this unit is to educate the students the importance of personal fitness, and that there can be a correlation between music and fitness. Thus enabling the students to foster a healthy balance physically, mentally, emotionally, and socially.
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit.</i> <i>“Students will read/listen to ___ in order to ___”</i> <i>“Students will show learning by using writing and/or speaking to ___”</i>	Students will be able to demonstrate an understanding of movement concepts that are specific to the sport of pickleball, as well as continue to promote problem solving and teamwork strategies.	Students will be able to demonstrate an understanding of movement concepts and skills that are specific to the sport of floor hockey, as well as to continue to teamwork strategies and open/closed space concepts.	Students will be able to demonstrate an understanding of movement concepts and skills that are specific to the sport of basketball, as well as to continue to promote teamwork strategies and open/close space concepts.	Students will be able to demonstrate an understanding of movement concepts, personal social behaviors, ability to use effective interpersonal skills, the ability to set goals, and take risks.
Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>	SHAPE/NASPE Standards 1, 2, 3, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 2, 4, 5 & 6 (NHAHPERD, 2005)	SHAPE/NASPE Standards 1, 2, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 2, 4, 5 & 6 (NHAHPERD, 2005)	SHAPE/NASPE Standards 1, 2, 3, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 2, 4, 5 & 6 (NHAHPERD, 2005)	SHAPE/NASPE Standards 1, 2, 3, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 2, 3, 4, 5 & 6 (NHAHPERD, 2005)

<p>Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i></p>	<p>Pickleball video on basic rules and skills of the game.</p> <p>End of unit test on basic rules and skills.</p>	<p>PowerPoint Slide Show of different skills & goals that will be taught throughout unit.</p> <p>Self reflection on the skills and strategies that were used during each class.</p>	<p>PowerPoint Slide Show of different skills & goals that will be taught throughout unit.</p> <p>End of unit test on basic rules and skills.</p>	<p>Students will create their own drums alive routine. Students will then demonstrate and teach their own routine to the class.</p>
--	---	---	--	---

National Standards for K-12 Physical Education Copyright 2013, SHAPE America – Society of Health and Physical Educators, New Hampshire State Department of Education Copyright 2005, NHAHPERD – New Hampshire Alliance for Health, Physical Education, Recreation and Dance

7th Grade Physical Education Scope & Sequence Continued

	Unit 9	Unit 10	Unit 11
Unit Title	Soccer	Ultimate Frisbee	Yard Games
Time: class periods/weeks	2-3 x per week 2 weeks	2-3 x per week 3 weeks	2-3 x per week 2 weeks
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>	The purpose of this unit is to educate students on the movement concepts of the sport, and to continue to foster their knowledge and growth on striking sports.	The purpose of this unit is to educate students on movement concepts as well as improve their social emotional awareness by working in partners and groups.	The purpose of this unit is to educate students on lifetime and leisure activities that can be played with their families over the course of their upcoming summer, to foster more movement.
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit. "Students will read/listen to ___ in order to ___" "Students will show learning by using writing and/or speaking to ___"</i>	Students will be able to demonstrate an understanding of movement concepts, ability to use effective interpersonal skills, and skills that are specific to the sport of soccer. The students will continue to teamwork strategies and open/closed space concepts.	Students will be able to demonstrate an understanding of movement concepts and skills that are specific to the sport of ultimate frisbee, as well as to continue to teamwork strategies and open/closed space concepts.	Students will be able to demonstrate an understanding of movement concepts and personal social behaviors.
Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>	SHAPE/NASPE Standards 1, 2, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 2, 3, 4, & 6 (NHAHPERD, 2005)	SHAPE/NASPE Standards 1, 2, 3, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 2, 3, 4, & 6 (NHAHPERD, 2005)	SHAPE/NASPE Standards 1, 2, 3, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 5 & 6 (NHAHPERD, 2005)
Key Resources: <i>List 2-3 authentic and relevant resources that students will read</i>	Soccer video on basic rules and skills of the game.	Ultimate frisbee video on basic rules and skills of the game.	Weekly exit slips to evaluate students social emotional learning based on their interactions with

<p><i>and/or listen to. Include tests, videos, etc.</i></p>	<p>PowerPoint Slide Show of different skills & goals that will be taught throughout unit.</p> <p>End of unit test on basic rules and skills.</p>	<p>End of unit test on basic rules and skills.</p>	<p>classmates.</p>
---	--	--	--------------------

National Standards for K-12 Physical Education Copyright 2013, SHAPE America – Society of Health and Physical Educators, New Hampshire State Department of Education Copyright 2005, NHAHPERD – New Hampshire Alliance for Health, Physical Education, Recreation and Dance

8th Grade Physical Education Scope & Sequence

Content Area:	Physical Education	Grade Level:	8
Date Created:	2019	Author(s):	Allie Buschmann
Date Revised:		Author(s):	Alex Simo

Introduction
Physical Education is the discipline devoted to the study of overall wellness, by educating students on how to be lifelong learners of how to better their own physical, mental, and social awareness of health.

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Title	Adventure Education	Disc Golf	Flag Rugby	Volleyball
Time: class periods/weeks	2-3 x per week 3 weeks	2-3 x per week 4 weeks	2-3 x per week 4 weeks	2-3 x per week 6 weeks
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>	The purpose of this unit is to educate students on movement concepts as well as improve their social emotional awareness by working in partners and groups.	The purpose of this introductory unit is to educate students on a new activity that they could potentially play with their families outside of school.	The purpose of this introductory unit is to educate students on a new activity and to broaden their knowledge of sport to other countries across the world.	The purpose of this unit is to continue to educate students on the sport of volleyball as well as increase their ability to work well in a team atmosphere.
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit. "Students will read/listen to ___ in order to ___"</i>	Students will be able to demonstrate an understanding of movement concepts, personal social behaviors, ability to use effective interpersonal skills, the	Students will be able to demonstrate an understanding of movement concepts, personal social behaviors, ability to use effective interpersonal skills, the	Students will be able to demonstrate an understanding of movement concepts specific to Rugby, and learn more about what sports are major factors in	Students will be able to demonstrate an understanding of movement concepts specific to the sport of volleyball, as well as continue to foster their

<p><i>“Students will show learning by using writing and/or speaking to _____”</i></p>	<p>ability to set goals, take risks, and problem solve.</p>	<p>ability to set goals, take risks, and problem solve.</p>	<p>other countries around the world.</p>	<p>growth of being able to work in the same group of individuals for the entire unit with the ultimate goal of the opportunity to play in the championship game against the teachers.</p>
<p>Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i></p>	<p>SHAPE/NASPE Standards 1, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 2, 5, 6 (NHAHPERD, 2005)</p>	<p>SHAPE/NASPE Standards 1, 2, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 4, 5 & 6 (NHAHPERD, 2005)</p>	<p>SHAPE/NASPE Standards 1, 2, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 2, 3, 4, 5 & 6 (NHAHPERD, 2005)</p>	<p>SHAPE/NASPE Standards 1, 2, 3, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 2, 3, 4, 5 & 6 (NHAHPERD, 2005)</p>
<p>Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i></p>	<p>Weekly exit slips to evaluate students social emotional learning based on their interactions with classmates.</p>	<p>Disc Golf videos on how to play the game. Unit end test on basic rules and skills.</p>	<p>Flag Rugby video on basic rules and skills of the game. End of unit writing/research activity where students are to create an advertisement for a national rugby team from another country.</p>	<p>Two weekly exit slips based on cooperation and respect. End of unit test on basic rules and skills.</p>

National Standards for K-12 Physical Education Copyright 2013, SHAPE America – Society of Health and Physical Educators, New Hampshire State Department of Education Copyright 2005, NHAHPERD – New Hampshire Alliance for Health, Physical Education, Recreation and Dance

8th Grade Physical Education Scope & Sequence Continued

	Unit 5	Unit 6	Unit 7	Unit 8
Unit Title	Rock Climbing	Yoga	Pickleball	Badminton
Time: class periods/weeks	2-3 x per week 6 weeks	2-3 x per week 2 weeks	2-3 x per week 4 weeks	2-3 x per week 4 weeks
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>	The purpose of this introductory unit is to primarily educate students on their social emotional awareness by working in partners and groups. As well as fostering their individual ability to take on challenges and positive safe risk taking.	The purpose of this introductory unit is to educate students on a new activity that they could potentially use as a positive resource throughout their lives to improve their mental and social emotional health.	The purpose of this unit is to continue to foster their knowledge and growth on racquet sports. Building upon their knowledge from 7th grade.	The purpose of this unit is to continue to foster their knowledge and growth on racquet sports. Building upon their knowledge from 7th grade.
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit. "Students will read/listen to ___ in order to ___" "Students will show learning by using writing and/or speaking to ___"</i>	Students will be able to demonstrate an understanding of movement concepts, personal social behaviors, ability to use effective interpersonal skills, the ability to set goals, take risks, and problem solve.	Students will be able to demonstrate an understanding of movement concepts, personal social behaviors, and the ability to be still and quiet when needed.	Students will be able to demonstrate an understanding of movement concepts specific to Pickleball, and learn more about game strategies as well as working in partnerships.	Students will be able to demonstrate an understanding of movement concepts specific to Badminton, and learn more about game strategies as well as working in partnerships.
Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>	SHAPE/NASPE Standards 1, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 2, 5 & 6	SHAPE/NASPE Standards 1, 3, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 2, 5 & 6	SHAPE/NASPE Standards 1, 2, 3, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 2, 4, 5 & 6	SHAPE/NASPE Standards 1, 2, 3, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 2, 4, 5 & 6

	(NHAHPERD, 2005)	(NHAHPERD, 2005)	(NHAHPERD, 2005)	(NHAHPERD, 2005)
<p>Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i></p>	<p>Weekly exit slips to evaluate students social emotional learning based on their interactions with classmates.</p> <p>End of unit field trip to Vertical Dreams in Manchester, NH</p> <p>End of unit two page writing reflection on teamwork, cooperation, and risk taking.</p>	<p>Frequent discussions in class on what mindfulness means. Including one written assignment.</p> <p>Daily gratitude journal for the two weeks of our unit.</p>	<p>Pickleball handout on rules.</p> <p>End of unit test on rules, game strategies, and history.</p>	<p>Badminton handout on rules.</p> <p>End of unit test on rules, game strategies, and history.</p>

National Standards for K-12 Physical Education Copyright 2013, SHAPE America – Society of Health and Physical Educators, New Hampshire State Department of Education Copyright 2005, NHAHPERD – New Hampshire Alliance for Health, Physical Education, Recreation and Dance

8th Grade Physical Education Scope & Sequence Continued

	Unit 9	Unit 10	Unit 11
Unit Title	Ultimate Frisbee	Archery	Yard Games
Time: class periods/weeks	2-3 x per week 3 weeks	2-3 x per week 4 weeks	2-3 x per week 2 weeks
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>	The purpose of this unit is to educate students on movement concepts as well as improve their social emotional awareness by working in partners and groups.	The purpose of this introductory unit is to educate students on a new activity that fosters their ability to learn about a sport that could potentially be a lifelong activity.	The purpose of this unit is to educate students on activities that can be played with their families over the course of their upcoming summer, to foster more movement.
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit. "Students will read/listen to ___ in order to ___" "Students will show learning by using writing and/or speaking to ___"</i>	Students will be able to demonstrate an understanding of movement concepts, personal social behaviors, and the ability to use effective interpersonal skills.	Students will be able to demonstrate an understanding of movement concepts, personal social behaviors, ability to use effective interpersonal skills, the ability to set goals, take risks, and problem solve.	Students will be able to demonstrate an understanding of movement concepts and personal social behaviors.
Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>	SHAPE/NASPE Standards 1, 2, 3, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 2, 3, 4, & 6 (NHAHPERD, 2005)	SHAPE/NASPE Standards 1, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 2, 5 & 6 (NHAHPERD, 2005)	SHAPE/NASPE Standards 1, 2, 3, 4, & 5 (NASPE, 2013) NH Curriculum Guidelines 1, 5 & 6 (NHAHPERD, 2005)
Key Resources: <i>List 2-3 authentic and relevant resources that students will read</i>	Exit slips to evaluate students social emotional learning based on interactions with classmates.	Video on archery safety. Unit end test on basic archery	A project working in partnerships, where they can create their own game to be played by the rest of

<i>and/or listen to. Include tests, videos, etc.</i>	End of unit test on rules and game strategies.	skills.	their classmates.
--	--	---------	-------------------

National Standards for K-12 Physical Education Copyright 2013, SHAPE America – Society of Health and Physical Educators,
New Hampshire State Department of Education Copyright 2005, NHAHPERD – New Hampshire Alliance for Health, Physical Education,
Recreation and Dance