



Deer Valley Unified School District No. 97

PHYSICAL EDUCATION CURRICULUM ALIGNMENT TO STATE STANDARDS

6th-8th Grade



Deer Valley Unified School District No. 97

Physical Education Mission Statement

The Deer Valley School District makes a commitment to align with National and State Standards for Physical Education by creating curriculum and activities designed to instill within students a desire to be active for life. The focus of the Physical Education Program is to offer activities in a safe environment which meets the physical, emotional, social, intellectual, and ethical potential for all students.



Deer Valley Unified School District No. 97

PHYSICAL EDUCATION

Belief Statement

A Quality Physical Education Program:

- *is an integral part of the total educational program.*
- *meets the needs of all students.*
- *is developmentally appropriate-both in age and individually.*
- *includes movement, fitness and concepts.*
- *teaches our students the how and why of fitness.*
- *provides the skills necessary for participation in lifelong activity.*
- *believes that a qualified, certified teacher plays a vital role in the success of the physical education program.*

Standard 1:
Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Grade:
6th-8th

1PA-E1. Demonstrate competence in a variety of movement forms

PO 1. Throw, strike and kick a variety of objects demonstrating both accuracy and force

PO 2. Dribble and pass a variety of objects to a moving target/receiver (e.g., hands, feet, equipment)

PO 3. Perform a variety of rhythmic movements

1PA-E2. Apply more advanced movement and game strategies

PO 1. Utilize basic offensive and defensive skills in a modified version of a team sport

PO 2. Adapt and combine locomotor and nonlocomotor and manipulative skills to meet the demands of increasingly complex movement activities

1PA-E3. Identify the critical elements of more advanced movement skills

PO 1. Identify the critical elements of a more advanced movement (e.g., golf swing, cartwheel, tennis serve) made by a fellow student and provide feedback to that student

1PA-E4. Identify the characteristics of highly skilled performance in a few movement forms

PO 1. Identify the characteristics which differentiate a highly skilled performer from other performers

1PA-E5. Apply more advanced discipline-specific knowledge (e.g., conditioning and fitness in a selected sport)

PO 1. Apply specialized movement skills that use similar patterns and transfer concepts from one to another (e.g., follow-through, opposition, force)

Standard 1:

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Grade:

6th-8th

Suggested Activities/Units	Strategies/Terminology
1. Basketball	<ol style="list-style-type: none">1. Dribbling – right and left hand, cross over, advanced dribbling skills2. Shooting – form, follow-through, jump shot, lay-up, free-throw3. Passing – bounce, chest, overhead4. Offense – positions, rotations, rebounding, screening, box out5. Defense – zone, man to man, defensive slide, defensive stance, box out
2. Volleyball	<ol style="list-style-type: none">1. Passing – stance, body position, forearm form, setting2. Serving – underhand form, overhand form, follow through3. Hitting – three step approach, tips, follow through, timing4. Defense and Offense – rotation, position, transition
3. Soccer	<ol style="list-style-type: none">1. Dribbling – inside foot, outside foot2. Ball Control – pullbacks, step-overs, trapping, juggling, headers3. Shooting – inside, outside, top of the foot4. Goal Keeping – ball collection, catching form, diving, punting, positioning5. Offense/Defense – positioning, offsides, penalty kicks, free kicks, corner kicks, goal kicks, kick off

Standard 2:

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

Grade:

6th-8th

2PA-E1. Describe the relationship between a healthy lifestyle and feeling good

PO 1. Explain that success in physical activities leads to recognition

PO 2. Explain the value of exercise in relieving stress

2PA-E2. Apply basic principles of training to improve physical fitness

PO 1. Participate in physical activities at home for personal enjoyment and benefit

PO 2. Describe principles of training and conditioning for specific physical activities

2PA-E3. Describe physiological indicators of exercise during and after physical activity

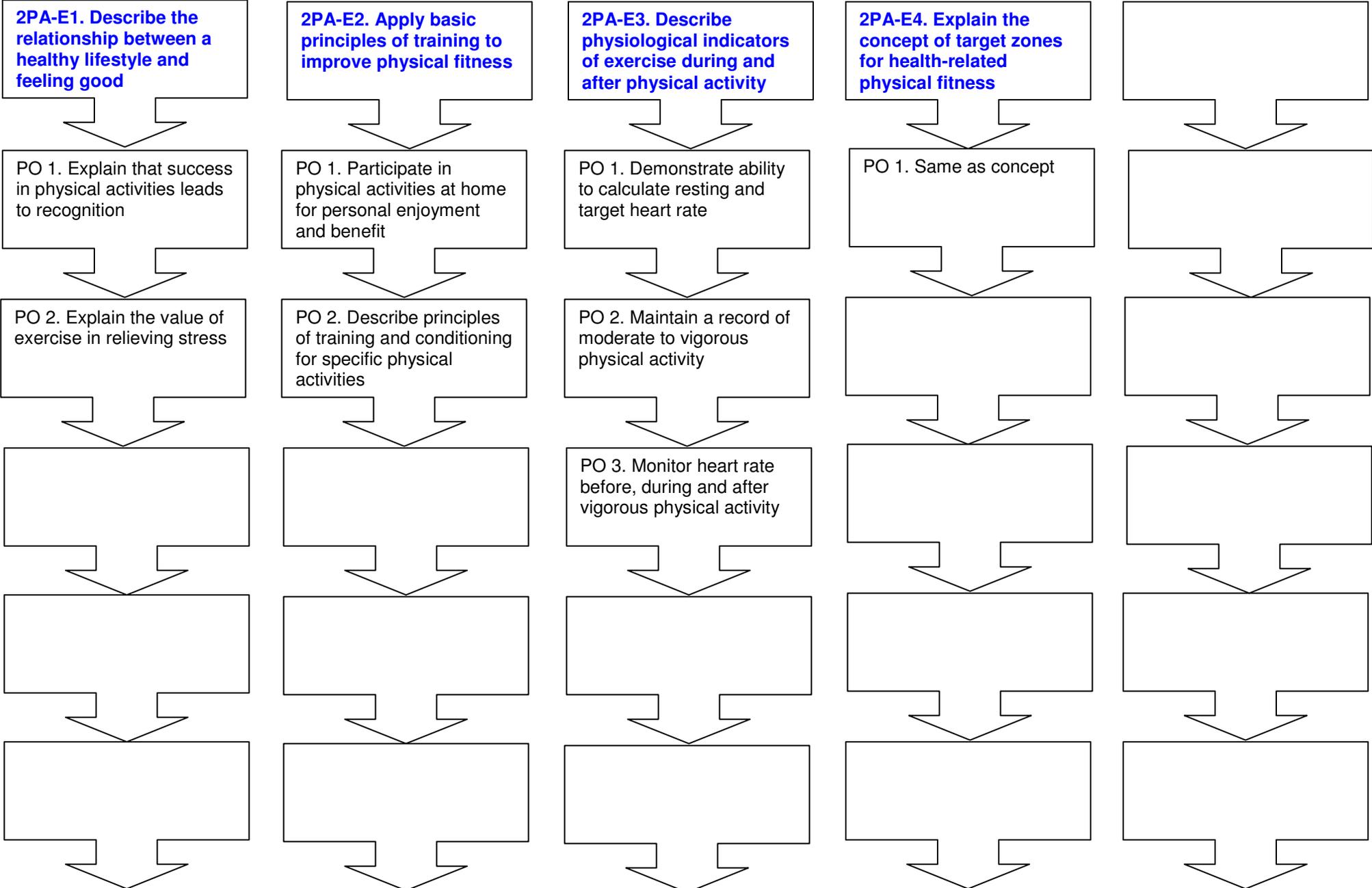
PO 1. Demonstrate ability to calculate resting and target heart rate

PO 2. Maintain a record of moderate to vigorous physical activity

PO 3. Monitor heart rate before, during and after vigorous physical activity

2PA-E4. Explain the concept of target zones for health-related physical fitness

PO 1. Same as concept



Standard 2:

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

Grade:

6th-8th

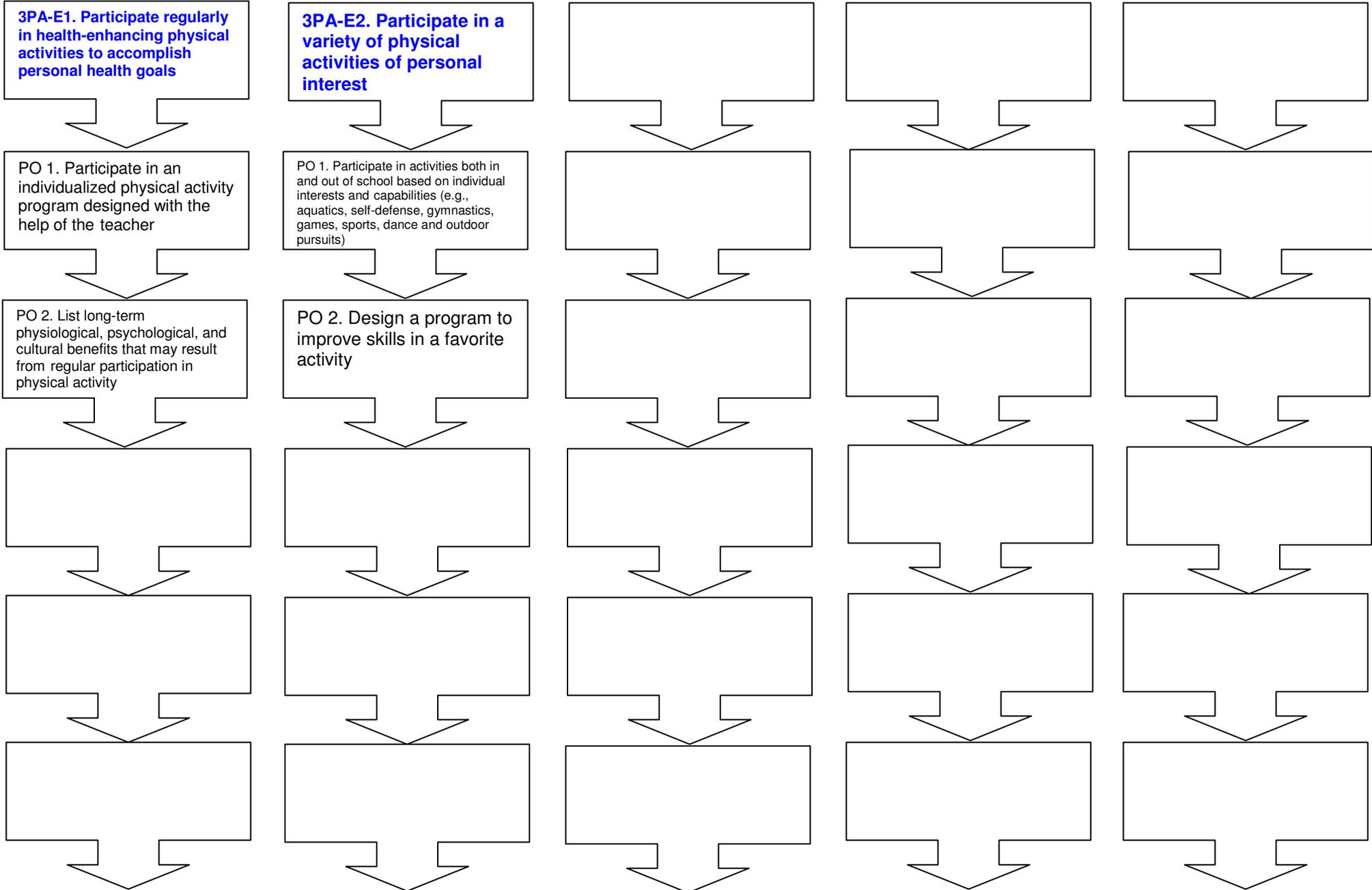
Suggested Activities/Units	Strategies
1. Basketball	<ol style="list-style-type: none">1. Explain how playing basketball helps relieve stress and lead to a healthy lifestyle.2. Inform students about successful basketball players at all levels3. Monitor heart rate before and after a basketball game
2. Volleyball	<ol style="list-style-type: none">1. Inform students of recreational and competitive opportunities to continue playing volleyball outside of school.2. Develop drills to increase sport specific needs for volleyball – quick feet, increase vertical jump, arm strength3. Video highlights of volleyball games (Olympics, Sand, College, High School)
3. Soccer	<ol style="list-style-type: none">1. Teach proper conditioning for endurance2. Set up fields for intramural activities during recess or after school3. Modify games for varying numbers of participants and locations of play

Standard 3:

Students exhibit a physically active lifestyle.

Grade:

6th-8th



Standard 3:

Students exhibit a physically active lifestyle.

Grade:

6th-8th

Suggested Activities/Units	Strategies
1. Basketball	<ol style="list-style-type: none">1. Inform students of recreational and competitive opportunities to continue playing basketball outside of school2. Teach proper conditioning for endurance3. Modify games for varying numbers of participants and locations of play
2. Volleyball	<ol style="list-style-type: none">1. Inform students of recreational and competitive opportunities to continue playing volleyball outside of school.2. Develop drills to increase sport specific needs for volleyball – quick feet, increase vertical jump, arm strength3. Video highlights of volleyball games (Olympics, Sand, College, High School)
3. Soccer	<ol style="list-style-type: none">1. Teach proper conditioning for endurance2. Set up fields for intramural activities during recess or after school3. Modify games for varying numbers of participants and locations of play

Standard 4:

Students achieve and maintain a health-enhancing level of physical fitness.

Grade:

6th-8th

4PA-E1. Accomplish the health-related fitness standards as defined by Fitnessgram

4PA-E2. Apply basic principles of training to improve or maintain health-related physical fitness

PO 1. Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory functioning, and proper body composition

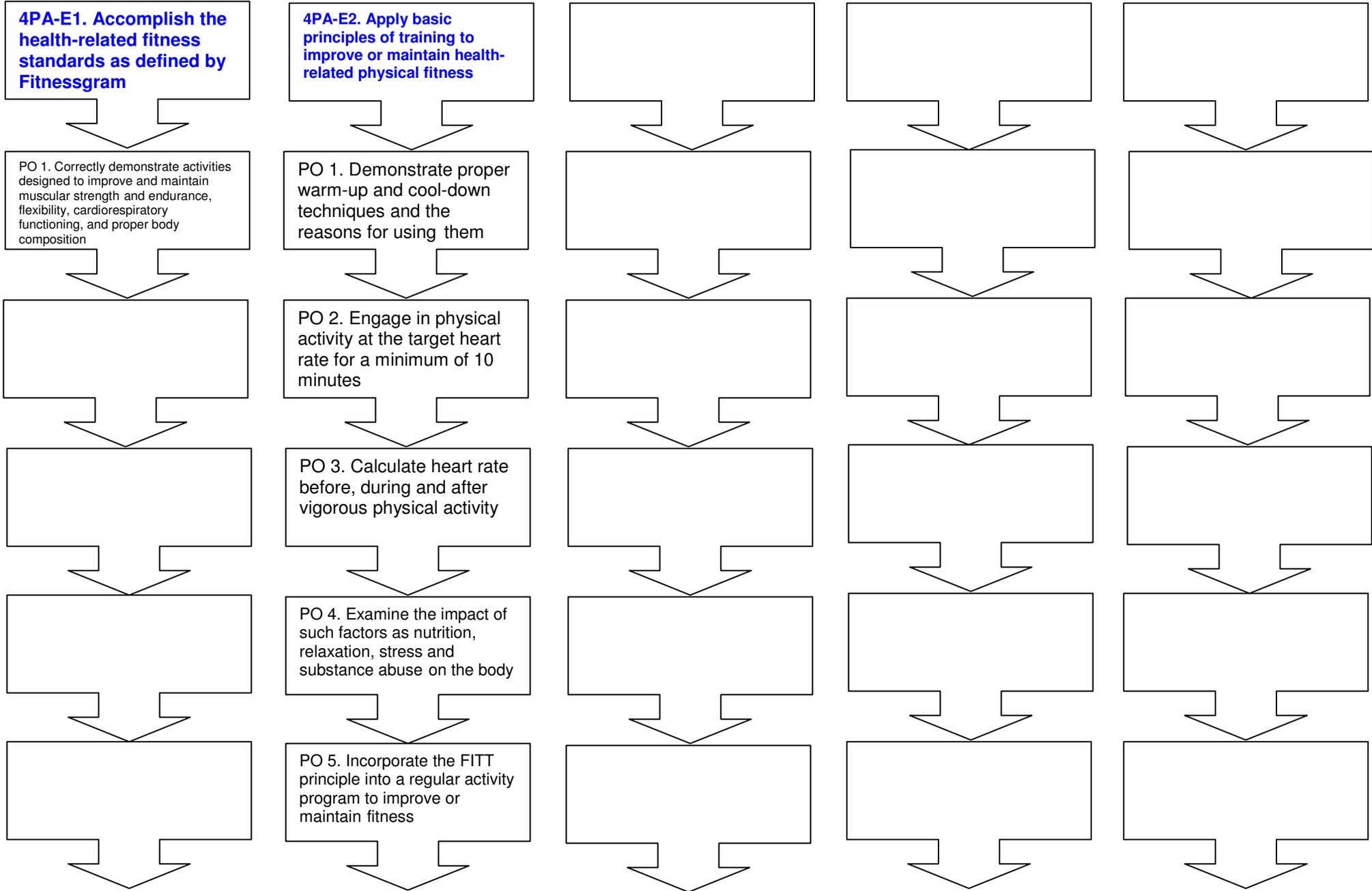
PO 1. Demonstrate proper warm-up and cool-down techniques and the reasons for using them

PO 2. Engage in physical activity at the target heart rate for a minimum of 10 minutes

PO 3. Calculate heart rate before, during and after vigorous physical activity

PO 4. Examine the impact of such factors as nutrition, relaxation, stress and substance abuse on the body

PO 5. Incorporate the FITT principle into a regular activity program to improve or maintain fitness



Standard 4:

Students achieve and maintain a health-enhancing level of physical fitness.

Grade:

6th-8th

Suggested Activities/Units	Strategies
1. Basketball	
2. Volleyball	<ol style="list-style-type: none">1. Demonstrate sports specific warm up techniques2. Demonstrate sports specific cool down techniques
3. Soccer	<ol style="list-style-type: none">1. Demonstrate sports specific warm up techniques2. Demonstrate sports specific cool down techniques

Standard 5:

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Grade:

6th-8th

5PA-E1. Explain the influence of peer pressure in physical activity settings

5PA-E2. Identify potential consequences when confronted with a behavior choice

5PA-E3. Cooperate with a group to achieve group goals in competitive as well as cooperative settings

5PA-E4. Identify the social benefits of participation in physical activity

PO 1. Identify positive and negative peer influence

PO 1. Remain on task without close teacher monitoring

PO 1. Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations

PO 1. Demonstrate appropriate sportsmanship

PO 2. List positive ways to exert independence

PO 2. Solve problems by analyzing causes and potential solutions

PO 2. Resolve interpersonal conflicts with a sensitivity to rights and feelings of others

Empty box for student response

Standard 5:

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Grade:

6th-8th

Suggested Activities/Units	Strategies
1. Basketball	<ol style="list-style-type: none">1. Sportsmanship – accepting decisions made by officials, teachers, other students2. Teach game rules3. Safety rules – using equipment properly
2. Volleyball	<ol style="list-style-type: none">1. Sportsmanship – accepting decisions made by officials, teachers, other students2. Teach game rules3. Safety rules – using equipment properly
3. Soccer	<ol style="list-style-type: none">1. Sportsmanship – accepting decisions made by officials, teachers, other students2. Teach game rules3. Safety rules – using equipment properly

Standard 6:

Students demonstrate understanding and respect for differences among people in physical activity settings.

Grade:

6th-8th

6PA-E1. Explain the role of sports, games and dance in modern culture

6PA-E2. Identify behaviors that are supportive and inclusive in physical activity settings

6PA-E3. Participate in physical activities with others regardless of diversity and ability

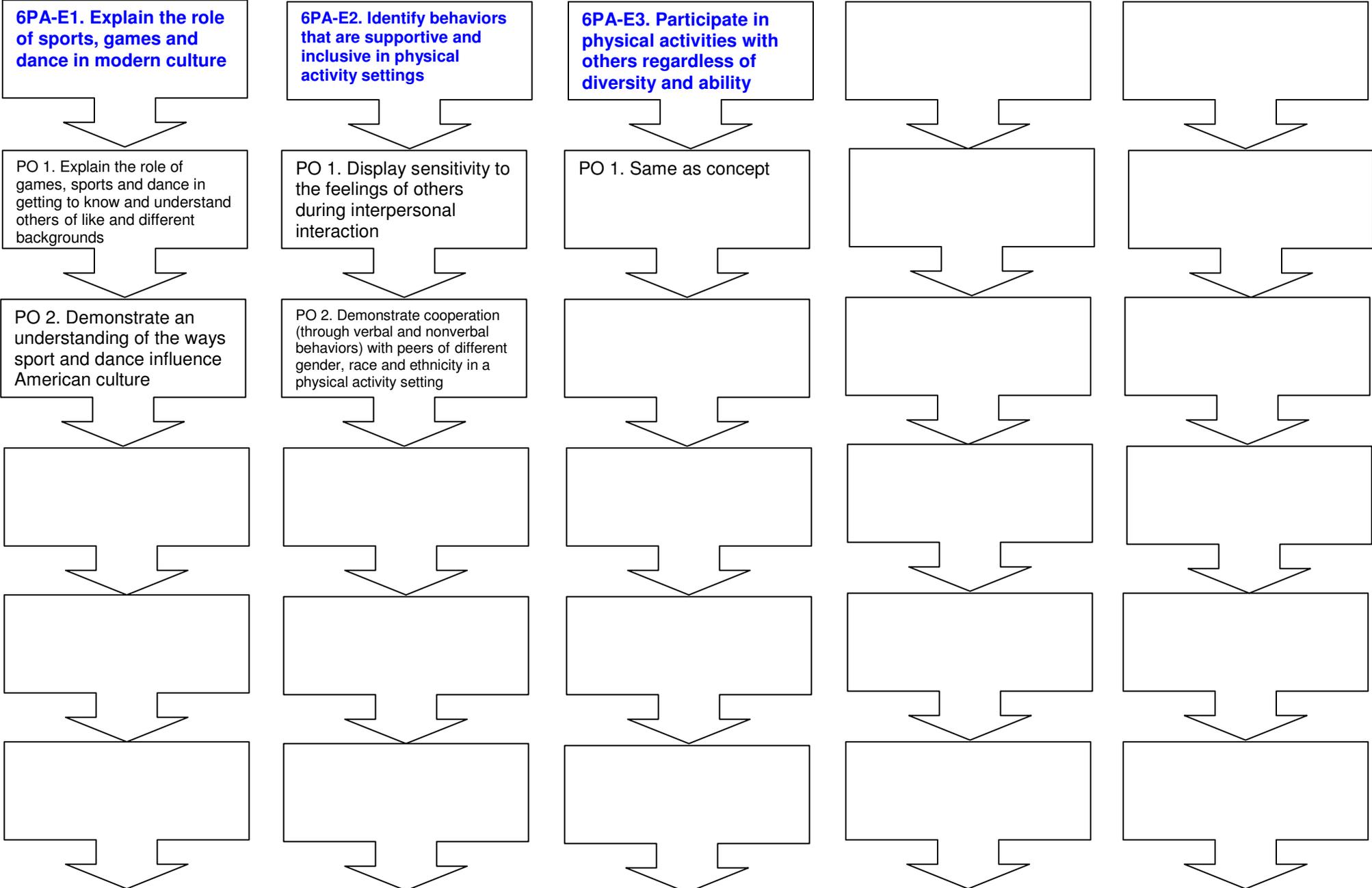
PO 1. Explain the role of games, sports and dance in getting to know and understand others of like and different backgrounds

PO 1. Display sensitivity to the feelings of others during interpersonal interaction

PO 1. Same as concept

PO 2. Demonstrate an understanding of the ways sport and dance influence American culture

PO 2. Demonstrate cooperation (through verbal and nonverbal behaviors) with peers of different gender, race and ethnicity in a physical activity setting



Standard 6:

Students demonstrate understanding and respect for differences among people in physical activity settings.

Grade:

6th-8th

Suggested Activities/Units

Strategies

1. Basketball

1. Develop citizenship – treat others with respect
2. Small group activities – work together in varying groups for social interaction
3. Knowledge of history and origin of sport
4. Respect all classmates regardless of physical ability

2. Volleyball

1. Develop citizenship – treat others with respect
2. Small group activities – work together in varying groups for social interaction
3. Knowledge of history and origin of sport
4. Respect of all classmates regardless of physical ability

3. Soccer

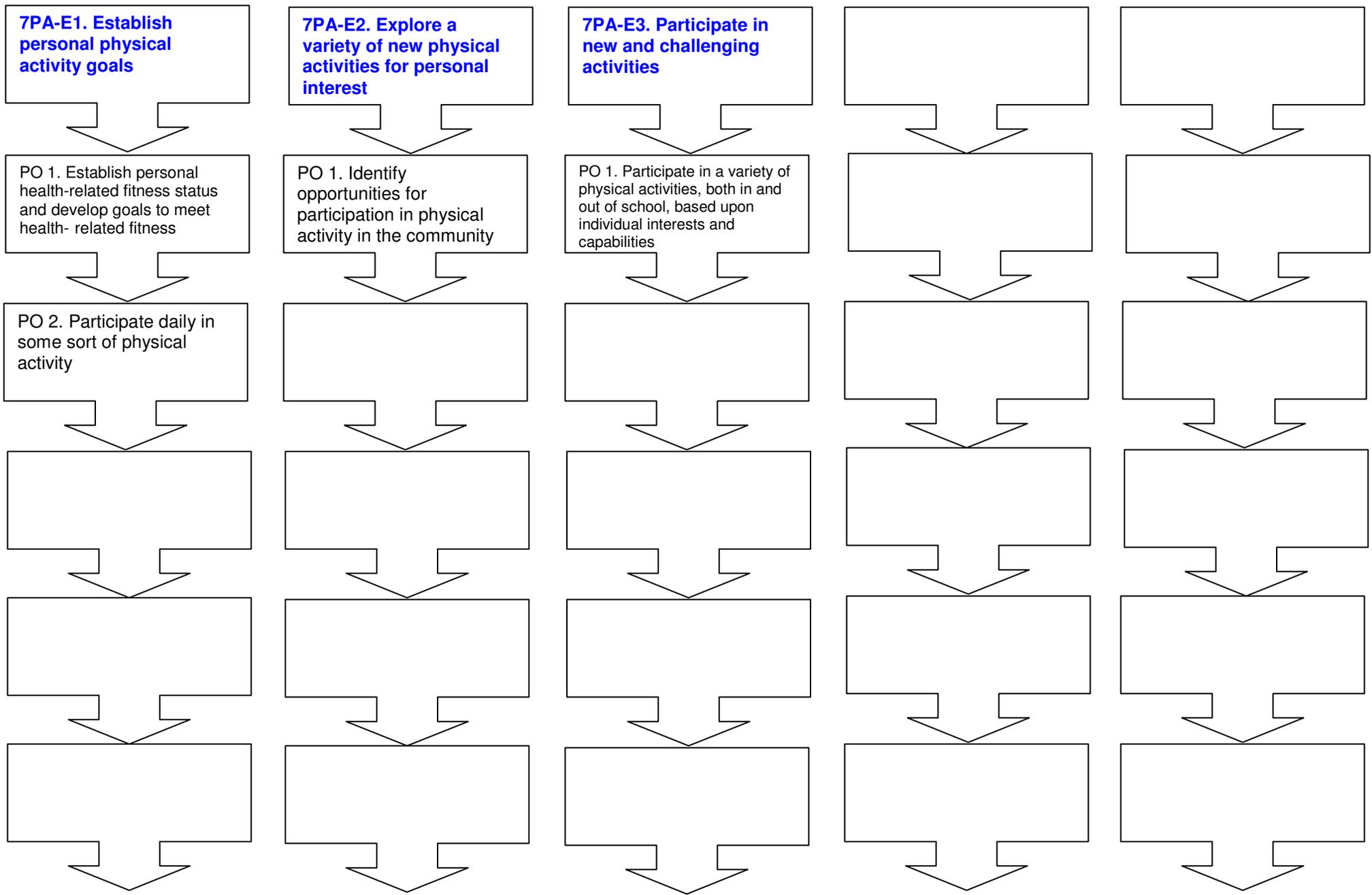
1. Develop citizenship – treat others with respect
2. Small group activities – work together in varying groups for social interaction
3. Knowledge of history and origin of sport
4. Respect all classmates regardless of physical ability

Standard 7:

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

Grade:

6th-8th



Standard 7:

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

Grade:

6th-8th

Suggested Activities/Units

Strategies

1. Basketball

1. Set individual goals to increase student achievement (at the beginning of the unit)
2. Re-evaluate student goal at the end of the unit
3. Allow time for students to journal self assessment

2. Volleyball

1. Set individual goals to increase student achievement (at the beginning of the unit)
2. Re-evaluate student goal at the end of the unit
3. Allow time for students to journal self assessment

3. Soccer

1. Set individual goals to increase student achievement (at the beginning of the unit)
2. Re-evaluate student goal at the end of the unit
3. Allow time for students to journal self assessment

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Grade 6-8

Suggested Activities:

Dribbling Drills (Single, Relay)

Passing/Trapping Drills

Juggling Drills

Multi-goal soccer (4 Goals)

Knock Out Dribbling

Body Part Trapping

Side Line Soccer

Modify Games (6-6, 3-3), indoor

Scrimmage/Games

Resources:

PE Central

DVNET/PE Lessons (our goal)

Pangrazi

AAPHERD

NASPE – National Assoc. of
Sport and Physical Educ.

Unit Name or Activity
Soccer

Learning Objectives:

- 1. Students will be able to pass to target with proper form.**
- 2. Students will identify positions on the playing field.**
- 3. Students will shoot the soccer ball with accuracy.**
- 4. Students will demonstrate dribbling technique.**
- 5. Students will perform basic goal keeping skills.**
- 6. Students will understand the history and rules of soccer.**

Arizona State Physical Activity Standards:

Standard 1 – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Standard 2 – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

Standard 5 – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Standard 6 – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key Skills/Knowledge:

Passing

Shooting

Dribbling

Offense and Defense

Goal Keeping

Footwork – Ball Control

Sportsmanship

Vocabulary:

Rules/field diagram/history

Passing/–foot, throw-ins

Shooting

Goal keeping

Corner & goal kick, kick-off

Dribbling

Trapping

Deer Valley Unified School District
PHYSICAL EDUCATION CURRICULUM GUIDE
Grade 6-8

Suggested Activities:

- Scooter basketball
- Ball handling drills
- Defense Drills
- Dribble Tag
- Around the World
- Horse, Bump Out
- Box Out Drills
- Basketball Golf
- Modify games 3-3, 3-2 Outlet
- Full Court Games

Resources:

- PE Central
- DVNET/PE Lessons (our goal)
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

Unit Name or Activity
Basketball

Learning Objectives:

1. Students will perform a control dribble w/ both hands.
2. Students will be able to demonstrate proper shooting skills.
3. Students will understand offense and defense strategies.
4. Students will demonstrate proper passing skills.
5. Students will understand the history and rules of basketball.

Arizona State Physical Activity Standards:

Standard 1 – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Standard 2 – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

Standard 5 – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Standard 6 – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key Skills/Knowledge:

- Ball handling
- Jump Stop
- Shooting Form
- Passing
- Dribbling
- Offense and Defense
- Sportsmanship
- Rules/court diagram/history
- History
-

Vocabulary:

- Free Throw
- Fouls
- Double Dribble
- Traveling
-
-
-

Deer Valley Unified School District
PHYSICAL EDUCATION CURRICULUM GUIDE
Grade 6-8

Suggested Activities:

10 Ft Toss/Pass to Target

Defense Footwork “W”, “M”

3 Step Approach Footwork

3 Man Passing Drill

Setting Drills

Pt/target throw to toss serve Drill

King of the Courts

Pepper (pass, set, down ball)

Scrimmage/Games

Resources:

PE Central

DVNET/PE Lessons (our goal)

Pangrazi

AAPHERD

NASPE – National Assoc. of
Sport and Physical Educ.

Unit Name or Activity
Volleyball

Learning Objectives:

- 1. Students will be able to pass to target with proper form.**
- 2. Students will demonstrate proper rotation on the court.**
- 3. Students will demonstrate proper serving technique.**
- 4. Students will demonstrate proper setting technique.**
- 5. Students will perform 3 step approach to spike a ball.**
- 6. Students will understand the history and rules of volleyball.**

Arizona State Physical Activity Standards:

Standard 1 – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Standard 2 – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

Standard 5 – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Standard 6 – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key Skills/Knowledge:

Passing/setting

Serving

Hitting

Offense and Defense

Rotation

Footwork

Sportsmanship

Vocabulary:

Rules/court diagram/history

Passing/Setting

Spike

Serving

Net

Blocking

Arizona State Comprehensive Health Education Standards

Physical Activity Standards
For the
Essentials Level (Grades 6-8)

(e.g. 1PA-E1: #=#of Standard; PA=Physical Activity; E = Essentials; # = # of substandard) (PO = Performance Objective)

❑ STANDARD 1 - Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

- ❑ **1PA-E1. Demonstrate competence in a variety of movement forms.**
 - ❑ PO 1. Throw, strike, and kick a variety of objects demonstrating both accuracy and force.
 - ❑ PO 2. Dribble and pass a variety of objects to a moving target/receiver (e.g., hands, feet, equipment).
 - ❑ PO 3. Perform a variety of rhythmic movements.
- ❑ **1PA-E2. Apply more advanced movement and game strategies.**
 - ❑ PO 1. Utilize basic offensive and defensive skills in a modified version of a team sport.
 - ❑ PO 2. Adapt and combine locomotor and nonlocomotor and manipulative skills to meet the demands of increasingly complex movement activities.
- ❑ **1PA-E3. Identify the critical elements of more advanced movement skills.**
 - ❑ PO 1. Identify the critical elements of a more advanced movement (e.g., golf swing, cartwheel, tennis serve) made by a fellow student and provide feedback to that student.
- ❑ **1PA-E4. Identify the characteristics of highly skilled performance in a few movement forms.**
 - ❑ PO 1. Identify the characteristics which differentiate a highly skilled performer from other performers.
- ❑ **1PA-E5. Apply more advanced discipline-specific knowledge (e.g., conditioning and fitness in a selected sport).**
 - ❑ PO 1. Apply specialized movement skills that similar patterns and transfer concepts from one to another (e.g., follow-through, opposition, force).

❑ STANDARD 2 - Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

- ❑ **2PA-E1. Describe the relationship between a healthy lifestyle and feeling good.**
 - ❑ PO 1. Explain that success in physical activities leads to recognition.
 - ❑ PO 2. Explain the value of exercise in relieving stress.
- ❑ **2PA-E2. Apply basic principles of training to improve physical fitness.**
 - ❑ PO 1. Participate in physical activities at home for personal enjoyment and benefit.
 - ❑ PO 2. Describe principles of training and conditioning for specific physical activities.
- ❑ **2PA-E3. Describe physiological indicators of exercise during and after physical activity.**
 - ❑ PO 1. Demonstrate ability to calculate resting and target heart rate.
 - ❑ PO 2. Maintain a record of moderate to vigorous physical activity.
 - ❑ PO 3. Monitor heart rate before, during and after vigorous physical activity.
- ❑ **2PA-E4. Explain the concept of target zones for health-related physical fitness.**
 - ❑ PO 1. Same as concept.

❑ STANDARD 3 - Students exhibit a physically active lifestyle.

- ❑ **3PA-E1. Participate regularly in health-enhancing physical activities to accomplish personal health goals.**
 - ❑ PO 1. Participate in an individualized physical activity program designed with the help of the teacher.
 - ❑ PO 2. List long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.
- ❑ **3PA-E2. Participate in a variety of physical activities of personal interest.**
 - ❑ PO 1. Participate in activities both in and out of school based on individual interests and capabilities (e.g., aquatics, self-defense, gymnastics, games, sports, dance, and outdoor pursuits).
 - ❑ PO 2. Design a program to improve skills in a favorite activity.

❑ STANDARD 4 - Students achieve and maintain a health-enhancing level of physical fitness.

❑ 4PA-E1. Accomplish the health-related fitness standards as defined by Fitnessgram.

- ❑ PO 1. Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory functioning, and proper body composition.

❑ 4PA-E2. Apply basic principles of training to improve or maintain health-related physical fitness.

- ❑ PO 1. Demonstrate proper warm-up and cool-down techniques and the reasons for using them.
- ❑ PO 2. Engage in physical activity at the target heart rate for a minimum of 10 minutes.
- ❑ PO 3. Calculate heart rate before, during, and after vigorous physical activity.
- ❑ PO 4. Examine the impact of such factors as nutrition, relaxation, stress, and substance abuse on the body.
- ❑ PO 5. Incorporate the FITT principle into a regular activity program to improve or maintain fitness.

❑ STANDARD 5 - Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

❑ 5PA-E1. Explain the influence of peer pressure in physical activity settings.

- ❑ PO 1. Identify positive and negative peer influence.
- ❑ PO 2. List positive ways to exert independence.

❑ 5PA-E2. Identify potential consequences when confronted with a behavior choice.

- ❑ PO 1. Remain on task without close teacher monitoring.
- ❑ PO 2. Solve problems by analyzing causes and potential solutions.

❑ 5PA-E3. Cooperate with a group to achieve group goals in competitive as well as cooperative settings.

- ❑ PO 1. Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.
- ❑ PO 2. Resolve interpersonal conflicts with a sensitivity to rights and feelings of others.

❑ 5PA-E4. Identify the social benefits of participation in physical activity.

- ❑ PO 1. Demonstrate appropriate sportsmanship.

❑ STANDARD 6 - Students demonstrate understanding and respect for differences among people in physical activity settings.

❑ 6PA-E1. Explain the role of sports, games, and dance in modern culture.

- ❑ PO 1. Explain the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.
- ❑ PO 2. Demonstrate an understanding of the ways sport and dance influence American culture.

❑ 6PA-E2. Identify behaviors that are supportive and inclusive in physical activity settings.

- ❑ PO 1. Display sensitivity to the feelings of others during interpersonal interaction.
- ❑ PO 2. Demonstrate cooperation (through verbal and nonverbal behaviors) with peers of different gender, race, and ethnicity in a physical activity setting.

❑ 6PA-E3. Participate in physical activities with others regardless of diversity and ability.

- ❑ PO 1. Same as concept.

❑ STANDARD 7 - Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

❑ 7PA-E1. Establish personal physical activity goals.

- ❑ PO 1. Establish personal health-related fitness status and develop goals to meet health-related fitness.
- ❑ PO 2. Participate daily in some sort of physical activity.

❑ 7PA-E2. Explore a variety of new physical activities for personal interest.

- ❑ PO 1. Identify opportunities for participation in physical activity in the community.

❑ 7PA-E3. Participate in new and challenging activities.

- ❑ PO 1. Participate in a variety of physical activities, both in and out of school, based upon individual interests and capabilities.

Comments _____
