



In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the HPELW Education Curriculum Maps

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District’ goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a ***physically literate individual****:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

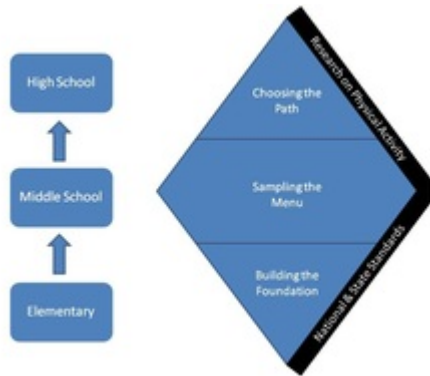
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

Diamond Conceptual Framework: A K-12 Road Map for



The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.

- Choosing the Path**
 - Students focus on and become competent in a few activities that they enjoy and will continue to participate in their lives.
- Sampling the Menu**
 - Students learn specialized skills and concepts in a variety of activities.
- Building the Foundation**
 - Students begin learning the fundamental skills and concepts needed to be successful in a variety of activities.

Shelby County Schools Individual Sports 9-12

2015-2016

Course Description

The Physical Education Program in Individual Sports concentrates on physical fitness and development of mature sports. Specific skills are developed through team, individual, and dual sports as well as rhythmic activities. Emphasis is placed on the introduction of basic fundamentals of sports; developing the knowledge of rules, building personal responsibility, good sportsmanship, and leadership.

Knowledge and Skills	Activities/Outcomes	Assessments
QUARTER 1		
<p>Content Standard</p> <p>Perform Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <p>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <p>Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p>Cognitive Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <p>Affective Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <p>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <p>Students demonstrate knowledge of psychological and</p>	<p>Participate in individual and dual activities that improve or maintain health-related physical fitness.</p> <p>Participate in the following individual Or dual sport activities:</p> <ul style="list-style-type: none"> • Badminton • Wrestling • Pickleball • Tumbling/Gymnastics • Cooperative learning groups to read and analyze selective team sport <p>Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.</p> <p>Identify the characteristics and critical elements of a highly skilled performance in individual and dual activities and demonstrate them.</p> <p>Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.</p> <p>Act independently of negative peer pressure during physical activity.</p> <p>Understand and apply Vocabulary terminology</p> <ul style="list-style-type: none"> • Ace • Breakdown 	<p>Participates in the PACER test at the proficient level or exceeds the proficient level</p> <p>Sample Assessment Item Serving Skills Test Individual Tumbling Routine Wrestling Skills Assessment (Bout)</p> <ul style="list-style-type: none"> • Performance-based assessments which assess physical education cognitive concepts and skills • Journals • Portfolios • Checklists • Rubrics of performance assessments during activity • Quizzes and tests • Projects (rubric assessed) • Video • Computer software • Fitnessgram • Fitness Plan <p>Vocabulary Assessment</p>

Shelby County Schools Individual Sports 9-12

2015-2016

Knowledge and Skills	Activities/Outcomes	Assessments
<p>sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<ul style="list-style-type: none"> • Bridge • Cartwheel • Escape • Handstand • Headstand • Let • Lob • Near Fall • Neutral Position • Pin • Poach • Racquet • Reversal • Shuttlecock • Smash • Takedown • Volley <p>A. Demonstrate the ability to apply advanced motor skills and movement patterns relative to advanced eye-hand/foot coordination and high levels of strategy</p> <p>B. Demonstrate proficient movement patterns in a variety of physical activities (e.g., aquatics, dance and rhythms, individual, dual, and team sports, fitness activities) strategies in a variety of physical activities.</p> <p>C. Analyze biomechanical principles while performing physical activities. (e.g., analysis of a tennis swing, analysis of shooting a basketball)</p> <p>D. Participates in aerobic exercise at a medium effort, continuously for an extended period of time</p> <p>E. Demonstrates a proficient level of cardiovascular fitness and identifies proper</p>	

Knowledge and Skills	Activities/Outcomes	Assessments
	lifting and stretching techniques F. Demonstrates a variety of stretching exercises, specific to the physical activity. G. Demonstrates proper lifting techniques of weights to increase muscular strength and muscular endurance	
<p>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <p>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <p>Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p>Cognitive</p> <p>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <p>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <p>Students demonstrate knowledge of psychological and sociological</p>	<p>II. PHYSICAL FITNESS AND WELLNESS</p> <p>A. State of Physical Fitness</p> <ol style="list-style-type: none"> 1. Describe the components of wellness (physical fitness, health and wellness). 2. Describe the benefits associated with physical fitness, intellectual, physical, emotional, social spiritual and lifelong participation. 3. Explain how each benefit can contribute to good health 4. Describe the components of fitness. <p>B. Demonstrate the tenants of Health-Related Fitness</p> <ol style="list-style-type: none"> 1. Cardiovascular Endurance 2. Muscular Strength 3. Muscular Endurance 4. Flexibility 5. Body Composition <p>III. PERSONAL FITNESS PLAN</p> <p>A. Explain how to use a fitness profile to plan a personal fitness program.</p> <p>B. Describe the five steps in planning a personal fitness plan.</p> <ol style="list-style-type: none"> 1. Collect Information 2. Consider a Variety of Activities 3. Set Goals 4. Structure Your Program Plan and Write it Down 	<p>Pre-instructional physical demonstration of both locomotor and non-locomotor skills.</p> <p>Skill-Related Assessments:</p> <ul style="list-style-type: none"> • Agility • Balance • Coordination • Power • Speed • Reaction Time <p>Students will complete a Lifestyle Evaluation and compare their current lifestyle with the lifestyle that is recommended for wellness.</p> <p>Students will record their Physical Activity for a 24 hour period of time. They will classify each activity they record as light, moderate, or vigorous and will record the duration of the activity. Students will enter the results of this lab into the Preprogram Assessment column of the Monitor</p>

Knowledge and Skills	Activities/Outcomes	Assessments
<p>concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p>Affective</p> <p>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <p>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <p>Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p>CCSS</p>	<p>5. Evaluate Your Program Plan</p> <p>6. Plan, monitor, and evaluate a personal fitness</p>	<p>Your Progress form for their portfolio.</p>
<p>Standard 2 Standard 2: Student will understand movement concepts and principals</p>	<p>III. PHYSICAL FITNESS AND WELLNESS PERFORMANCE MEASUREMENT A. FITNESSGRAM</p>	<p>Post-instructional physical demonstration of both locomotor and non-locomotor skills.</p> <ul style="list-style-type: none"> • Teacher observation

Shelby County Schools Individual Sports 9-12

2015-2016

Knowledge and Skills	Activities/Outcomes	Assessments
	<p>1. Strength and muscular endurance</p> <ul style="list-style-type: none"> • curl-up test • push-up test <p>2. Body composition and flexibility</p> <ul style="list-style-type: none"> • body mass index • skin fold calipers • back-saver sit and reach <p>3. Cardiovascular endurance</p> <ul style="list-style-type: none"> • 1-mile run/walk test <p>B. Pacer Test Demonstrate knowledge of the components of the PACER Test. (The Progressive Aerobic Cardiovascular Endurance Run) (PACER) test is a variation of the Beep Test, and is part of the FitnessGram and Brockport test batteries. It is a maximal aerobic fitness test. T</p> <p>Activities</p> <p>Have stations set up for each test. Before beginning the tests, go through each station and explain carefully how to conduct each test and how to properly record the results. Have students work in pairs or small groups to conduct each test. After analyzing their results, students should set 3-5 activity goals to improve their fitness levels.</p> <p>Have students try to predict their current level of fitness in each category before conducting the fitness tests. Then, have students compare their predictions to their actual results and explain.</p> <p>Students should compare their results to the rating charts and determine if their level of fitness is low, marginal, good, or high performance for each category.</p> <p>Students will begin writing a Personal Fitness Plan and Contract</p>	<ul style="list-style-type: none"> • Teacher check list • Peer assessment • Authentic/assessment • Rubric <p>Ask students to take the “Barriers to Being Active Quiz.” Afterwards, students are to score their quiz, identify barriers, and choose strategies for overcoming barriers to being physically active.</p> <p>Provide students with assessment data of a “pretend” class. Students pretend to be the teacher of the Fitness II class. After compiling the results of the fitness assessments of the class, the “teacher” writes lesson plans based on the greatest needs of the class for the next four weeks using a calendar format. Students must explain what they think are the greatest needs of the class and support it with data.</p>

Shelby County Schools Individual Sports 9-12

2015-2016

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Standard 2 Student will understand movement concepts and principals</p>	<p>a.</p>	<p>Pre and Post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric <p>Know and/or demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Strength and endurance activity • Body composition and flexibility • Cardiovascular endurance <p>Self-Assessments</p> <ul style="list-style-type: none"> • use the results from fitness tests to interpret ratings • use ratings to create a personal fitness profile • use personal fitness profile to develop fitness goals • use personal fitness goals to develop fitness activities
<p>COGNITIVE</p> <p>Standard 1: Students will demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 5 Student will use personal and social responsibility</p>	<p>apply an understanding of motor skills, movement patterns and strategies as they relate to the learning and performance of physical activities</p> <p>execute procedures, rules and etiquette as they relate to the learning and performance of physical activities</p> <p>utilize content knowledge to achieve and maintain physical fitness</p> <p>understand the implications of and the benefits from involvement in physical activities</p> <p>demonstrate safety practices and use equipment appropriately when participating in various physical activities</p>	

Shelby County Schools Individual Sports 9-12

2015-2016

Knowledge and Skills	Activities/Outcomes	Assessments
	<p>understand the principles of exercise physiology and nutrition to avoid injury and enhance physical fitness</p> <p>understand the effects of chemical substance on physical activity participation (e.g., caffeine, steroids, alcohol, tobacco, illicit drugs, over the counter drugs)</p> <p>distinguish fact from fallacy as related to fitness products, fitness services and marketing</p>	
<p>Standard 1 Locomotor and non-locomotor movements</p>	<p>Identify and/or apply locomotor skills</p> <p>Determine the ability to stop and start with control</p> <p>Understand dynamic balance</p> <p>Recognize how to move safely in general space</p>	<p>Pre-instructional physical demonstration of both locomotor and non-locomotor skills.</p> <p>Post-instructional physical demonstration of both locomotor and non-locomotor skills.</p> <ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric
<p>Standard 2 Pathways, directions, levels, speed, force, and balance</p>	<p>Understand the concepts for moving with control in different directions.</p> <p>Identify movement patterns, levels, speed, force, and balance.</p> <p>Recognize how to move safely in general space.</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric
<p>Standard 1 Standard 5 Cooperative learning</p>	<p>Identify and consider feelings, respect, self direction, sensitivity, responsiveness and fair play.</p> <p>Identify and appreciate the difference and similarities in physical</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher checklist • Student self assessment

Shelby County Schools Individual Sports 9-12

2015-2016

Knowledge and Skills	Activities/Outcomes	Assessments
	choice of others.	<ul style="list-style-type: none"> • Rubric • Teacher observation • Cognitive assessment • Authentic assessment
<p>Standard 1 Manipulative skills</p> <ul style="list-style-type: none"> • Projecting and receiving 	<p>Identify and select critical elements of manipulative skills. Identify and understand how to apply instructional cues for the overhand and underhand throws in a closed/open situation. Understand the use of force when throwing various objects with accuracy. Identify various techniques for catching various thrown objects of differing shapes and size.</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher/student discussion • Student drawings • Self assessment
<p>AFFECTVIE Standard 5 Student will demonstrate personal and social responsibility Standard 6 Student will value physical activity</p>		
<p>Standard 5 Standard 6 Locomotor and non-locomotor movements Pathways, directions, levels, speed, force, and balance Cooperative learning Manipulative skills</p> <ul style="list-style-type: none"> • Projecting and receiving 	<p>Demonstrate and understand cooperation Recognize the need of sharing Resolve conflicts socially physical education Challenge self to higher level of performance Enjoy achievement of health enhancing levels of fitness Demonstrate sportsmanship during physical education Participates regularly in physical activity Understanding fair play Recognize reflection of enjoyment while participating in physical activities group/individual competition or exhibitions</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher/student discussion • Self assessment • Peer assessment
<p>CONNECT</p>		
<p>CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>Read stories and/or poems while identify/preform the locomotor skills that relate to the literature being read.</p>	<p>Pre-instructional physical demonstration of both locomotor and non-locomotor skills. Post-instructional physical demonstration of both locomotor and non-locomotor skills.</p> <ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment

Shelby County Schools Individual Sports 9-12

2015-2016

Knowledge and Skills	Activities/Outcomes	Assessments
<ul style="list-style-type: none"> • Authentic/assessment • Rubric 		
QUARTER 2		
<p>PERFORM</p> <p>Standard 1 Student will perform movement/forms and movement patterns</p> <p>Standard 2 Student will understand movement concepts and principles</p> <p>Standard 3 Student will participate in regular physical activity</p> <p>Standard 4 Student will achieve and maintain physical fitness</p>		
<p>Standard 1</p> <p>Rules and procedures</p>	<p>Discuss rules, indoor and outdoor safety procedures</p>	<p>Demonstrate rule and procedure constantly</p>
<p>Standard 1</p> <p>Striking</p> <ul style="list-style-type: none"> • Eye and hand coordination 	<p>Demonstrate proper techniques when striking an object.</p> <p>Demonstrate ability to strike and object with accuracy and proper force.</p> <p>Demonstrate the ability to strike and object to an open area to avoid defenders.</p> <p>Demonstrate the strategy of striking to an open area while playing a game and use tactics to achieve this goal. (e.g. softball, baseball, T-ball, paddleball, scooter hockey, etc.)</p>	<p>Pre and Post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher questions • Self assessment • Authentic assessments <p>Know and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> • Strike • Grips • Object • Follow through • Body alignment • Transfer body wieght • Trajectory • Strategy • Tactic • Contact point
<p>Standard 1</p> <p>Standard 2</p> <p>Standard 4</p> <p>Kicking</p> <ul style="list-style-type: none"> • Eye and foot coordination 	<p>Demonstrate the proper technique for kicking a ball that is stationary, rolled or dropped. (e.g. soccer, punting a football, kickball, etc.)</p> <p>Demonstrate the ability to kick a ball in the air and on the ground.</p> <p>Demonstrate the ability to kick an object to a stationary or moving target with accuracy and proper force.</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Cue skill rubric • Cognitive assessment • Peer assessment <p>Identify and/or apply principles of mechanics of kicking in various sports and modified games:</p> <ul style="list-style-type: none"> • Balance

Shelby County Schools Individual Sports 9-12

2015-2016

Knowledge and Skills	Activities/Outcomes	Assessments
	Demonstrate the ability to dribble a ball avoiding defenders. Demonstrate the ability to kick a ball with different parts of their foot.	<ul style="list-style-type: none"> • Control • Stationary • Force • Accuracy • Follow through • Technique • Alignment • Contact point
Standard 1 Standard 3 Standard 4 Chasing, fleeing, and dodging <ul style="list-style-type: none"> • Tagging games 	Demonstrate the ability to use locomotor skills to tag various players using strategy, personal space, speed, boundaries, and safety of others. (e.g. non-elimination tagging games, elimination tagging games, etc.)	Pre and post instructional individual or groups skill assessment <ul style="list-style-type: none"> • Identify offensive and defensive strategies • Teacher observation • Teacher checklist • Student self assessment • Peer assessment • Authentic/assessment • Rubric
COGNITIVE Standard 1 Student will perform movement/forms and movement patterns Standard 2 Student will understand movement concepts and principles Standard 3 Student will participate in regular physical activity Standard 4 Student will achieve and maintain physical fitness		
Standard 1 Striking <ul style="list-style-type: none"> • Eye and hand coordination 	Understand, identify, explain, and/or demonstrate proper striking technique with accuracy and force. Identify why striking an object to an open area to avoid defenders while playing a game is a strategic tactic.	Pre and Post instructional skill assessment <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher questions • Self assessment • Authentic assessments
Standard 1 Standard 2 Standard 4 Kicking <ul style="list-style-type: none"> • Eye and foot coordination 	Identify and/or demonstrate the procedure of kicking a stationary rolled or dropped ball Identify and/or demonstrate the process of kicking a ball in the air and on the ground Identify and/or demonstrate the process of kicking an object to a stationary or moving target Explain and/or identify accuracy, proper force, body alignment,	Pre and post instructional skill assessment <ul style="list-style-type: none"> • Teacher observation • Cue skill rubric • Cognitive assessment • Peer assessment

Shelby County Schools Individual Sports 9-12

2015-2016

Knowledge and Skills	Activities/Outcomes	Assessments
	and kick accurately Identify and/or understand the process of dribbling a ball to avoid defenders with different parts of the foot.	
Standard 1 Standard 3 Standard 4 Chasing, fleeing, and dodging <ul style="list-style-type: none"> • Tagging games 	Identify and understand how to chase or flee from another person Identify and understand balance, center of gravity, and agility Recognize when to perform different fakes and determine correct angles.	Pre and post instructional understanding of skills <ul style="list-style-type: none"> • Teacher observation • Teacher checklist • Classroom discussions • Student self assessment • Peer assessment • Authentic assessment • Rubric • Written cognitive assessment
AFFECTIVE Standard 5 Student will demonstrate personal and social responsibility Standard 6 Student will value physical activity		
Standard 5 Standard 6 Striking <ul style="list-style-type: none"> • Eye and hand coordination Kicking <ul style="list-style-type: none"> • Eye and foot coordination Chasing, fleeing, and dodging <ul style="list-style-type: none"> • Tagging games 	Demonstrate and understand cooperation Recognize the need of sharing Resolve conflicts socially physical education Challenge self to higher level of performance Enjoy achievement of health enhancing levels of fitness Demonstrate sportsmanship during physical education Participates regularly in physical activity Understanding fair play Recognize reflection of enjoyment while participating in physical activities group/individual competition or exhibitions	Pre and post instructional skill assessment <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher/student discussion • Self assessment • Peer assessment
CONNECT		
.CCSS.Math.Content.3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</i>	Deliver multiplication or division equation and the learner determine the unknown whole number. After deterring the unknown whole number the learner will perform that many throws and catches.	Pre and post instructional skill assessment <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher questions • Self assessment • Authentic assessments

Shelby County Schools Individual Sports 9-12

2015-2016

Knowledge and Skills	Activities/Outcomes	Assessments
QUARTER 3		
<p>PERFORM</p> <p>Standard 1 Student will perform movement/forms and movement patterns</p> <p>Standard 2 Student will perform movement concepts and principles</p> <p>Standard 3 Student will participate in physical activity</p> <p>Standard 4 Student will maintain a health-enhancing level of physical fitness</p>		
<p>Standard 1</p> <p>Rules and procedures</p>	<p>Discuss rules, indoor and outdoor safety procedures</p>	<p>Demonstrate rule and procedure constantly</p>
<p>Standard 1</p> <p>Standard 2</p> <p>Standard 4</p> <p>Rhythmic activities</p> <ul style="list-style-type: none"> • Educational dance and rhythms 	<p>Explore performance of previously learned locomotor skills to rhythm or dance to music. (e.g. tinikling, geo motion, Lummi sticks</p> <p>Demonstrate folk dances, creative movement, and rhythm sticks (e.g. square dace, partner dance, etc.)</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher questioning • Cue skills rubric • Authentic assessment • Cognitive Assessment <p>Understand and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> • Slow or fast beat • Rhythm • Sequential patterns independently or in a group • Commands • Performance • Dance Sequence • Locomotor Skills • Beat
<p>Standard 1</p> <p>Standard 3</p> <p>Sports foundation for invasion games</p>	<p>Demonstrate basic skills needed to play particular game and can apply them with modified game. (e.g. basketball, soccer, keep away, capture the flag, etc.)</p> <p>Demonstrate the strategies and tactics involved in scoring points (quick ball movement, getting open, supporting the ball carrier) and preventing scoring (staying between your person and the</p>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist • Student self assessment • Authentic/assessment

Shelby County Schools Individual Sports 9-12

2015-2016

Knowledge and Skills	Activities/Outcomes	Assessments
	<p>goal) during a modified game.</p> <p>Demonstrate the strategies and tactics involved in playing offence and defense (creating space, moving to an open area, guarding your person, support) during a modified game.</p>	<ul style="list-style-type: none"> • Rubric <p>Know and/or demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Possession • Offense & defense • Strategy & tactic • Leading • Goalkeeping • Guarding • Opponent • Create space • Avoid • Advantage
<p>Standard 1</p> <p>Standard 3</p> <p>Sport foundation for net and wall games</p>	<p>Demonstrate the use of proper technique and force when striking during warm up, skill development, and modified games. (e.g. tennis, volleyball, badminton, etc.)</p> <p>Demonstrate the tactics and strategies used to maintain a rally during skills development and modified game play.</p> <p>Demonstrate the tactics and strategies of defending space against an attack and returning to home base.</p> <p>Demonstrate an understanding of the fundamentals needed to participate in modified net/wall games</p>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist • Authentic/assessment • Rubric • Teacher questioning • Teacher created assessment • Cognitive assessment <p>Know and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> • Volley, rally, spike, attack, set, pass, home base • Defending space (in net/wall games) • Advantage • Passing/shot • Front court& back court • Force • Trajectory
<p>COGNITIVE</p> <p>Standard 1 Student will perform movement/forms and movement patterns</p> <p>Standard 2 Student will perform movement concepts and principles</p> <p>Standard 3 Student will participate in physical activity</p> <p>Standard 4 Student will maintain a health-enhancing level of physical fitness</p>		

Shelby County Schools Individual Sports 9-12

2015-2016

Knowledge and Skills	Activities/Outcomes	Assessments
Standard 1 Standard 2 Standard 4 Rhythmic activities <ul style="list-style-type: none"> Educational dance and rhythms 	Identify slow beats, fast beats, tempo, and rhythm in music. Identify and/or sequential patterns use individually or in a group. Understand and/or identify commands and the locomotor skills that are required for the commands.	Pre and post instructional skill assessment <ul style="list-style-type: none"> Teacher observation Student performance Teacher questioning Cue skills rubric Authentic assessment Cognitive Assessment
Standard 1 Standard 3 Sports foundation for invasion games	Identify and/or demonstrate sport specific fundamental skills Identify and explain sport specific strategies and tactical decisions Understand how points are scored on offense and maintaining possession.	Pre and post instructional individual or groups skill assessment <ul style="list-style-type: none"> Teacher observation Teacher checklist Student self assessment Authentic/assessment Rubric
Standard 1 Standard 3 Sports foundation for net and wall games	Identify and/or demonstrate sports specific proper striking technique. Understand the procedures needed to maintain a rally Identify and/or demonstrate defending space against an attack and return to home base Understand how to apply rules of modified games.	Pre and post instructional individual or groups skill assessment <ul style="list-style-type: none"> Teacher observation Teacher checklist Authentic/assessment Rubric Teacher questioning Teacher created assessment Cognitive assessment
AFFECTIVE Standard 5 Student will demonstrate personal and social responsibility Standard 6 Student will value physical activity		
Standard 5 Standard 6 Rhythmic activities <ul style="list-style-type: none"> Educational dance and rhythms Sports foundation for invasion games Sports foundation for net and wall games	Demonstrate and understand cooperation Recognize the need of sharing Resolve conflicts socially physical education Challenge self to higher level of performance Enjoy achievement of health enhancing levels of fitness Demonstrate sportsmanship during physical education Participates regularly in physical activity Understanding fair play Recognize reflection of enjoyment while participating in physical	Pre and post instructional skill assessment <ul style="list-style-type: none"> Teacher observation Teacher checklist rubric Teacher/student discussion Self assessment Peer assessment

Shelby County Schools Individual Sports 9-12

2015-2016

Knowledge and Skills	Activities/Outcomes	Assessments
	activities group/individual competition or exhibitions	
CONNECT		
<p>CCSS.Math.Content.3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p>	<p>Relate rhythmic count patterns to arithmetic dance patterns while demonstrating and/or performing sequential patterns individual or in a group.</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher questioning • Authentic assessment • Cognitive Assessment
QUARTER 4		
<p>PERFORM</p> <p>Standard 1 Student will perform movement/forms and movement patterns</p> <p>Standard 3 Student will participate in physical activity</p> <p>Standard 4 Student will maintain a health-enhancing level of physical fitness</p>		
<p>Standard 1</p> <p>Rules and procedures</p>	<p>Discuss rules, indoor and outdoor safety procedures</p>	<p>Demonstrate rule and procedure constantly</p>
<p>Standard 4</p> <p>Fitness</p>	<p>Demonstrate how the heart is a muscle that becomes stronger as a result of performing physical activity. (e.g. track and field unit, partner run, relays, etc.)</p> <p>Demonstrate the changes that occur in respiration during and after participation in sustained physical activity. (e.g. walking, mile run, pacer test, etc.)</p> <p>Demonstrate understanding that physical activity produces feeling of pleasure and reduces stress (e.g. non-elimination tag, and moderate to high intensity games, etc.)</p> <p>Participate in activities that promote muscular strength. (e.g. pull-ups, push-ups, curl-ups, fitness station, etc.)</p> <p>Demonstrate proper flexion and extension of various body parts.</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher checklist • Student checklist • Student log • Student journal • Cognitive assessment • Presidential fitness test • Physical best • Fitness gram <p>Know and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> • Heart rate (target/resting) • Abdomen • Flexibility • Pacing • Muscle and muscular strength • Fitness • Physical activity • Agility and endurance

Shelby County Schools Individual Sports 9-12

2015-2016

Knowledge and Skills	Activities/Outcomes	Assessments
		<ul style="list-style-type: none"> • Respiration • Long term and short term goals • Flexion & extension • Lifelong
<p>Standard 1 Standard 3 Manipulating a variety of objects</p> <ul style="list-style-type: none"> • Jump rope – short rope • Jump rope – long rope • Hula hoop 	<p>Demonstrate jumping rope which is swung slowly by others; rotate and jump individual rope in a large group</p> <p>Manipulate various apparatus individual and in a large group.</p> <p>Demonstrate an understanding of factors that contribute to skills in using apparatus</p> <p>Demonstrate the ability to cooperate and work with other during activities.</p>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist • Student self assessment • Authentic/assessment • Rubric <p>Know and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> • Single bounce • Double jump • Double turn • One foot single bounce • Double Dutch • Criss cross
<p>Standard 1 Standard 3 Standard 5 Team building</p> <ul style="list-style-type: none"> • Field day activities • Recreational games 	<p>Demonstrate the ability to perform and work corporately with a large group or groups to complete a goal. (e.g. relay races, tug-a-war, shuttle run, modified team challenges, etc.)</p> <p>Demonstrate the ability to perform lifetime recreational activities: (e.g. bowling, bocce ball horse shoes, tailgate toss, shuffle board, four square, etc.)</p>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist • Student self assessment <p>Know and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> • Working as a team • Goals • Cooperation • Fair play • Safe areas to play • Playing by the rules • Difference between winning and losing
<p>COGNITIVE</p> <p>Standard 1 Student will perform movement/forms and movement patterns</p> <p>Standard 3 Student will participate in physical activity</p> <p>Standard 4 Student will maintain a health-enhancing level of physical fitness</p>		
<p>Standard 4 Fitness</p>	<p>Understand how the heart is a muscle that becomes stronger as a result of performing physical activity. (e.g. track and field unit,</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher checklist

Shelby County Schools Individual Sports 9-12

2015-2016

Knowledge and Skills	Activities/Outcomes	Assessments
	partner run, relays, etc.) Understand and identify the changes that occur in respiration during and after participation in sustained physical activity. (e.g. walking, mile run, pacer test, etc.) Identify that physical activity produces feeling of pleasure and reduces stress (e.g. non-elimination tag, and moderate to high intensity games, etc.) Identify in activities that promote muscular strength. (e.g. pull-ups, push-ups, curl-ups, fitness station, etc.) Describe proper flexion and extension of various body parts	<ul style="list-style-type: none"> • Student checklist • Student log • Student journal • Cognitive assessment • Presidential fitness test • Physical best • Fitness gram

HOW CAN PHYSICAL EDUCATION SUPPORT THE NATIONAL LITERACY STRATEGY?

All pupils have an entitlement to the whole curriculum and the key to this is the development of competent language and literacy skills.

“Literacy unites the important skills of reading and writing. It also involves speaking and listening, which, although they are not separately identified in the Framework, are an essential part of it. Good oral work enhances pupils’ understanding of language in both oral and written forms and of the way language can be used to communicate. Thus the framework contributes substantially to the development of speaking and listening. It is also relevant to teaching across the whole National Curriculum” (The National Literacy Strategy – framework for teaching).

This is not about using precious PE time for ‘talking’ as a substitute for activity. Instead it seeks to raise awareness of the contribution PE can make to literacy through the teaching of physical skills and activities.

Of the four key aspects of literacy, their importance in HPELW lessons is: LISTENING, SPEAKING, READING, and WRITING

LISTENING “the ability to absorb, understand and respond to information” (dictionary definition).

Listening is key in PE for:

- safety
- to follow instructions – understand and respond to instructions
- to know what the task is – to understand the task and terminology used for expression and communication
- to improve – to act on advice given
- to learn from others – ideas exchanged, team tactics, peer evaluation
- for self esteem and confidence
- for enjoyment

INSTRUCTIONS

SIMPLE – “stop” – “stand still” – “face your partner”

Shelby County Schools Individual Sports 9-12

2015-2016

COMPLEX – “stand up and run to the line/circle, return before 15 seconds”

INSTRUCTIONS WHILE MOVING – warm-up activities build up listening skills – for example, students jogging in the space tell them to touch the floor, then go on jogging, touch the floor, clap above the head, three jumping jacks, go on jogging and so on likewise the “bean game”

EXPOSITION:

TEACHING A SKILL – the use of words and demonstration (teacher or pupil) in PE links listening skills and observation skills – one supports the other. In PE the two skills are inextricably linked – but words can add:

- the relative importance of constituent parts of a skill
- clarify order in which body parts move to perform skill
- emphasis of safety factors
- use of technical language
- answer question

TEACHING POINTS:

TO ENHANCE PERFORMANCE: listen to and act upon a teaching point – words translated into a physical skill.

LISTENING TO PEERS: in a whole class, in a group, with a partner

- planning exchanging ideas
 making choices
 taking decisions
- evaluation evaluation of others’ work

SUPPORTING LISTENING SKILLS:

- value listening skills – verbal praise
- positive recognition of those who listen carefully
- or the youngest children action and words together

Shelby County Schools Individual Sports 9-12

2015-2016

- repeat instructions as activities are happening
- question to gauge listening skills/understanding of instructions
- observe student's activity – to determine listening, comprehension and application
- in student's evaluation ask them to include "was the task answered"
- have clear procedures and high expectations that students will listen to instructions and teaching points.

GYMS AND FIELDS

- have good procedures, be consistent in the use of whistle/voice (safety)
- call the students together for instruction and whole class teaching points – ensure the group is inclusive of all
- ensure the boundaries for activity are clear – lines, cones, discs
- when students are expected to listen – face them away from what is going on beyond the fence, door, classes or other distractions
- consider weather conditions:

cold vigorous activity – minimum of standing/ listening some instructions can be given in the classroom

windy voice is blown away – call the children together

sunny ensure the sun is not in children's eyes when they fact a demonstration/listening to instructions

hot span of concentration – use shaded area when children are required to listen to instructions/exposition

- speak, slowly and clearly – ensure children are facing teacher/instructor, repeat as necessary
- give each student individual feedback/praise at some point in the lesson – students will listen for it to be them

SPEAKING: "the act of expressing ideas in words; conversation, discussion" (

REPETITION:

- by pupils of –
- key points
- instructions
- new technical language

QUESTIONING: pupils given the opportunity –

- to ask questions – to seek clarification
- to pose questions – to extend knowledge/ understanding
- to answer questions – recall previous work, technical terms

PLAN, ORGANIZE AND ARRANGE:

- activities giving clear instructions to others e.g. setting out apparatus in gymnastics

EXPLORE AND DEVELOP:

- ideas with others – discussion, choice, decision, words into actions

EVALUATE:

- the work of self, partner, group, or class with increased use of technical terms

PROVIDING OPPORTUNITIES FOR SPEAKING:

- time to ask and answer questions
- encourage answers in sentences
- give pupils opportunities for planning together express ideas – set a time limit on it
- encourage discussion as ideas are tried out

Shelby County Schools Individual Sports 9-12

2015-2016

- talk to groups as they plan – encourage each child to contribute
- time for appropriate evaluation – use of technical terms
- develop speaking and listening skills together
- a time for listening, a time for action and a time for speaking

WORDS:

In the literacy strategy there are lists of common words and specific phonics work for each key stage. The literacy strategy is prescriptive and sets out clearly what children should learn in each term. In order to support this work, words used in PE that correspond with this can be emphasised. The idea to be conveyed to the children is that literacy is part of every aspect of life.

RECEPTION:

- using words and emphasising initial consonants
- common activities such as high knee lifts, squat thrusts, side-arm saddle hop, cardiovascular, the students should see these words written in the classroom, in the hall
- *captions and labels* – labelling the apparatus
- *the alphabet* – a is for anatomy, b is for biceps, c is for calisthenics and so on adding words to the PE alphabet as they occur

KEY STAGE 1:

Quarter 1

- words with vowel phonemes – bounce, throw, star (as in shape)
- common spelling patterns – sport, floor, crawl, caught
- compound words – headstand, handstand, cartwheel
- multi-syllabic words – partner, straddle, asymmetrical
- Common prefixes – unsteady
- words from other languages – quiot, somersault

Quarter 2 - part of the range of work is being familiar with signs, labels, captions, lists and instructions

- display common PE words, in the form of labels e.g. for apparatus, lists of equipment
- instructions verbal – listening well enough to follow instructions
- following written instructions for a simple game
- more complex vocabulary including technical PE words pupils using them through speech and writing – symmetrical, opponent, dribbling (with a ball)
- using descriptive words – squashy landing, resilient landing
- adding “ed” “ing” doubling the consonant or not e.g. running, jumping, travelling
- degrees e.g. high, higher, highest
- following teacher’s written instructions for a task, game or activity
- writing instructions for a game – so that others can follow them
- making collections of words that belong to the game or activity featured in the current unit of work

DANCE:

Dance has wonderful opportunities for imagery and figurative language, the use of rhyme and poetry. The latter are both an integral part of the literacy strategy across the year.

- action words – for instance – whirling, twirling, slithering all contain common letter
- combinations that children will be able to recognise and this will reinforce their learning.
- dances based on class stories or familiar books – use the pictures and the words
- children’s writing and poetry could be a starting point for a dance

Quarter 3

100 Most Common Misspelled Words A-M

A

- acceptable - Several words made the list because of the suffix pronounced -êbl but sometimes spelled -ible, sometimes -able. Just remember to accept any table offered to you and you will spell this word OK.
- accidentally - It is no accident that the test for adverbs on -ly is whether they come from an adjective on -al ("accidental" in this case). If so, the -al has to be in the spelling. No publical, then publicly.
- accommodate - Remember, this word is large enough to accommodate both a double "c" AND a double "m."
- acquire - Try to acquire the knowledge that this word and the next began with the prefix ad- but the [d] converts to [c] before [q].
- acquit - See the previous discussion.
- a lot - Two words! Hopefully, you won't have to allot a lot of time to this problem.
- amateur - Amateurs need not be mature: this word ends on the French suffix -eur (the equivalent of English -er).
- apparent - A parent need not be apparent but "apparent" must pay the rent, so remember this word always has the rent.
- argument - Let's not argue about the loss of this verb's silent [e] before the suffix -ment.
- atheist - Lord help you remember that this word comprises the prefix a- "not" + the "god" (also in the-ology) + -ist "one who believes."

B

- believe - You must believe that [i] usually comes before [e] except after [c] or when it is pronounced like "a" as "neighbor" and "weigh" or "e" as in "their" and "heir." Also take a look at "foreign" below. (The "i-before-e" rule has more exceptions than words it applies to.)
- bellwether - Often misspelled "bellweather." A wether is a gelded ram, chosen to lead the herd (thus his bell) due to the greater likelihood that he will remain at all times ahead of the ewes.

C

- calendar - This word has an [e] between two [a]s. The last vowel is [a].
- category - This word is not in a category with "catastrophe" even if it sounds like it: the middle letter is [e].
- cemetery - Don't let this one bury you: it ends on -ery nary an -ary in it. You already know it starts on [c], of course.
- changeable - The verb "change" keeps its [e] here to indicate that the [g] is soft, not hard. (That is also why "judgement" is the correct spelling of this word, no matter what anyone says.)
- collectible - Another -ible word. You just have to remember.
- column - Silent final [e] is commonplace in English but a silent final [n] is not uncommon, especially after [m].
- committed - If you are committed to correct spelling, you will remember that this word doubles its final [t] from "commit" to "committed."

Shelby County Schools Individual Sports 9-12

2015-2016

- conscience - Don't let misspelling this word weigh on your conscience: [ch] spelled "sc" is unusual but legitimate.
- conscientious - Work on your spelling conscientiously and remember this word with [ch] spelled two different ways: "sc" and "ti." English spelling!
- conscious - Try to be conscious of the "sc" [ch] sound and all the vowels in this word's ending and i-o-u a note of congratulations.
- consensus - The census does not require a consensus, since they are not related.

D

- definite (ly) - This word definitely sounds as though it ends only on -it, but it carries a silent "e" everywhere it goes.
- discipline - A little discipline, spelled with the [s] and the [c] will get you to the correct spelling of this one.
- drunkenness - You would be surprised how many sober people omit one of the [n]s in this one.
- dumbbell - Even smart people forget one of the [b]s in this one. (So be careful who you call one when you write.)

E

- embarrass (ment) - This one won't embarrass you if you remember it is large enough for a double [r] AND a double [s].
- equipment - This word is misspelled "equiptment" 22,932 times on the web right now.
- exhilarate - Remembering that [h] when you spell this word will lift your spirits and if you remember both [a]s, it will be exhilarating!
- exceed - Remember that this one is -ceed, not -cede. (To exceed all expectations, master the spellings of this word, "precede" and "supersede" below.)
- existence - No word like this one spelled with an [a] is in existence. This word is a menage a quatre of one [i] with three [e]s.
- experience - Don't experience the same problem many have with "existence" above in this word: -ence

G

- gauge - You must learn to gauge the positioning of the [a] and [u] in this word. Remember, they are in alphabetical order (though not the [e]).
- grateful - You should be grateful to know that keeping "great" out of "grateful" is great.
- guarantee - This word is not spelled like "warranty" even though they are synonyms.

H

- harass - This word is too small for two double letters but don't let it harass you, just keep the [r]s down to one.
- height - English reaches the height (not heighth!) of absurdity when it spells "height" and "width" so differently.
- hierarchy - The i-before-e rule works here, so what is the problem?
- humorous - Humor us and spell this word "humorous": the [r] is so weak, it needs an [o] on both sides to hold it up.

I

- ignorance - Don't show your ignorance by spelling this word -ence!
- immediate - The immediate thing to remember is that this word has a prefix, in- "not" which becomes [m] before [m] (or [b] or [p]). "Not mediate" means direct which is why "immediately" means "directly."
- independent - Please be independent but not in your spelling of this word. It ends on -ent.
- indispensable - Knowing that this word ends on -able is indispensable to good writing.
- inoculate - This one sounds like a shot in the eye. One [n] the eye is enough.
- intelligence - Using two [l]s in this word and ending it on -ence rather than -ance are marks of . . . you guessed it.
- its/it's - The apostrophe marks a contraction of "it is." Something that belongs to it is "its."

J

- jewelry - Sure, sure, it is made by a jeweler but the last [e] in this case flees the scene like a jewel thief. However, if you prefer British spelling, remember to double the [l]: "jeweller," "jewellery."
- judgment - Traditionally, the word has been spelled judgment in all forms of the English language. However, the spelling judgement (with e added) largely replaced judgment in the United Kingdom in a non-legal context. In the context of the law, however, judgment is preferred. This spelling change contrasts with other similar spelling changes made in American English, which were rejected in the UK. In the US at least, judgment is still preferred and judgement is considered incorrect by many American style guides.

K

- kernel (colonel) - There is more than a kernel of truth in the claim that all the vowels in this word are [e]s. So why is the military rank (colonel) pronounced identically?

L

- leisure - Yet another violator of the i-before-e rule. You can be sure of the spelling of the last syllable but not of the pronunciation.
- liaison - Another French word throwing us an orthographical curve: a spare [i], just in case. That's an [s], too, that sounds like a [z].
- library - It may be as enjoyable as a berry patch but that isn't the way it is spelled. That first [r] should be pronounced, too.
- license - Where does English get the license to use both its letters for the sound [s] in one word?

M

- maintenance - The main tenants of this word are "main" and "tenance" even though it comes from the verb "maintain."

- maneuver - Man, the price you pay for borrowing from French is high. This one goes back to French main + oeuvre "hand-work," a spelling better retained in the British spelling, "manoeuvre."
- medieval - The medieval orthography of English even lays traps for you: everything about the MIDDLE Ages is MEDieval or, as the British would write, mediaeval.
- memento - Why would something to remind of you of a moment be spelled "memento?" Well, it is.
- millennium - Here is another big word, large enough to hold two double consonants, double [l] and double [n].
- miniature - Since that [a] is seldom pronounced, it is seldom included in the spelling. This one is a "mini ature;" remember that.
- minuscule - Since something minuscule is smaller than a miniature, shouldn't they be spelled similarly? Less than cool, or "minus cule."
- mischievous - This mischievous word holds two traps: [i] before [e] and [o] before [u]. Four of the five vowels in English reside here.
- misspell - What is more embarrassing than to misspell the name of the problem? Just remember that it is mis + spell and that will spell you the worry about spelling "misspell."

Quarter 4

100 Most Common Misspelled Words N-W

N

- neighbor - The word "neighbor" invokes the silent "gh" as well as "ei" sounded as "a" rule. This is fraught with error potential. If you use British spelling, it will cost you another [u]: "neighbour."
- noticeable - The [e] is noticeably retained in this word to indicate the [c] is "soft," pronounced like [s]. Without the [e], it would be pronounced "hard," like [k], as in "applicable."

O

- occasionally - Writers occasionally tire of doubling so many consonants and omit one, usually one of the [l]s. Don't you ever do it.
- occurrence - Remember not only the occurrence of double double consonants in this word, but that the suffix is -ence, not -ance. No reason, just the English language keeping us on our toes.

P

- pastime - Since a pastime is something you do to pass the time, you would expect a double [s] here. Well, there is only one. The second [s] was slipped through the cracks in English orthography long ago.
- perseverance - All it takes is perseverance and you, too, can be a (near-) perfect speller. The suffix is -ance for no reason at all.

Shelby County Schools Individual Sports 9-12

2015-2016

- personnel - Funny Story: The assistant Vice-President of Personnel notices that his superior, the VP himself, upon arriving at his desk in the morning opens a small, locked box, smiles, and locks it back again. Some years later when he advanced to that position (inheriting the key), he came to work early one morning to be assured of privacy. Expectantly, he opened the box. In it was a single piece of paper which said: "Two Ns, one L."
- playwright - Those who play right are right-players, not playwrights. Well, since they write plays, they should be "play-writes," wright right? Rong Wrong. Remember that a play writer in Old English was called a "play worker" and "wright" is from an old form of "work" (wrought iron, etc.)
- possession - Possession possesses more [s]s than a snake.
- precede - What follows, succeeds, so what goes before should, what? No, no, no, you are using logic. Nothing confuses English spelling more than common sense. "Succeed" but "precede." Precede combines the Latin words "pre" and "cedere" which means to go before.
- principal/principle - The spelling principle to remember here is that the school principal is a prince and a pal (despite appearances)--and the same applies to anything of foremost importance, such as a principal principle. A "principle" is a rule. (Thank you, Meghan Cope, for help on this one.)
- privilege - According to the pronunciation (not "pronunciation"!) of this word, that middle vowel could be anything. Remember: two [i]s + two [e]s in that order.
- pronunciation - Nouns often differ from the verbs they are derived from. This is one of those. In this case, the pronunciation is different, too, an important clue.
- publicly - Let me publicly declare the rule (again): if the adverb comes from an adjective ending on -al, you include that ending in the adverb; if not, as here, you don't.

Q

- questionnaire - The French doing it to us again. Double up on the [n]s in this word and don't forget the silent [e]. Maybe someday we will spell it the English way.

R

- receive/receipt - I hope you have received the message by now: [i] before [e] except after
- recommend - I would recommend you think of this word as the equivalent of commending all over again: re+commend. That would be recommendable.
- referred - Final consonants are often doubled before suffixes (remit: remitted, remitting). However, this rule applies only to accented syllables ending on [l] and [r], e.g. "rebelled," "referred" but "traveled," "buffered" and not containing a diphthong, e.g. "prevailed," "coiled."
- reference - Refer to the last mentioned word and also remember to add -ence to the end for the noun.
- relevant - The relevant factor here is that the word is not "revelant," "revelent," or even "relevent." [l] before [v] and the suffix -ant.
- restaurant - 'Ey, you! Remember, these two words when you spell "restaurant." They are in the middle of it.

Shelby County Schools Individual Sports 9-12

2015-2016

- rhyme - Actually, "rime" was the correct spelling until 1650. After that, egg-heads began spelling it like "rhythm." Why? No rhyme nor reason other than to make it look like "rhythm."
- rhythm - This one was borrowed from Greek (and conveniently never returned) so it is spelled the way we spell words borrowed from Greek and conveniently never returned.

S

- schedule - If perfecting your spelling is on your schedule, remember the [sk] is spelled as in "school." (If you use British or Canadian pronunciation, why do you pronounce this word [shedyul] but "school," [skul]? That has always puzzled me.)
- separate - How do you separate the [e]s from the [a]s in this word? Simple: the [e]s surround the [a]s.
- sergeant - The [a] needed in both syllables of this word has been pushed to the back of the line. Remember that, and the fact that [e] is used in both syllables, and you can write your sergeant without fear of misspelling his rank.
- supersede - This word supersedes all others in perversity. This is the only English word based on this stem spelled -sede. Supersede combines the Latin words "super" and "sedere" which means to sit above.

T

- their/they're/there - They're all pronounced the same but spelled differently. Possessive is "their" and the contraction of "they are" is "they're." Everywhere else, it is "there."
- threshold - This one can push you over the threshold. It looks like a compound "thresh + hold" but it isn't. Two [h]s are enough.
- twelfth - Even if you omit the [f] in your pronunciation of this word (which you shouldn't do), it is retained in the spelling.
- tyranny - If you are still resisting the tyranny of English orthography at this point, you must face the problem of [y] inside this word, where it shouldn't be. The guy is a "tyrant" and his problem is "tyranny." (Don't forget to double up on the [n]s, too.)

U

- until - I will never stop harping on this until this word is spelled with an extra [l] for the last time!

V

- vacuum - If your head is not a vacuum, remember that the silent [e] on this one married the [u] and joined him inside the word where they are living happily ever since. Well, the evidence is suggestive but not conclusive. Anyway, spell this word with two [u]s and not like "volume."

WXYZ

- weather - Whether you like the weather or not, you have to write the [a] after the [e] when you spell it.

- weird - This word is an exception to the rule about [i] before [e] except after...? So, rules can be broken!

CLIP Activities for Physical Education

Fact in Fiction writing tasks - An excellent task for PE theory. It is a task where students have to incorporate factual topics into fictional writing. Really challenges their writing skills and demonstrates a clear understanding of the topics. As a teacher you will have to write the opening few paragraphs of a fictional story and the students take over and finish it, incorporating the key points of whatever topic you are covering. The need to include a list of points and key words which all must be underlined.

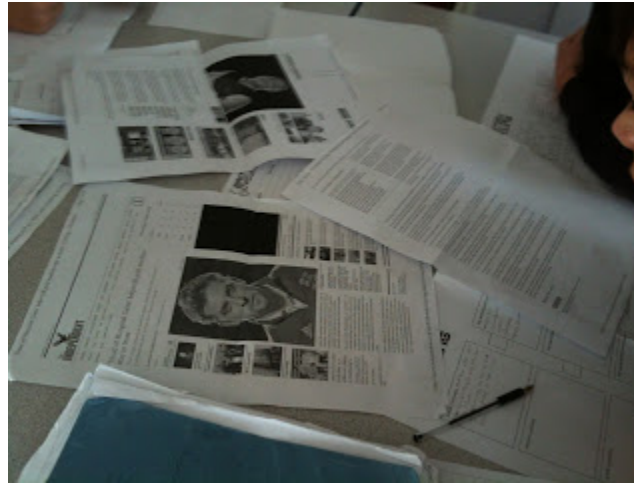
PEED/IDEA - We have also developed a 'PEED' (Point, Evidence, Explain, Develop) type strategy in our department called IDEA (Identify, Describe, Explain, Apply) which worked really well last year in the exam.

SOLO Taxonomy - SOLO to help students structure long answer questions (picking out a fact, giving the definition, linking it to an example and bringing in other topics/aspects - going from pre-structural to EA). Really links to the scenario and 8 mark questions in the AQA spec which students often find difficult to write. Paul McIntosh has an video example of this at A level PE <http://mcintosh8.wordpress.com/2012/02/16/the-power-of-solo-taxonomy/>

Student speak - We also teach our Year 7's & 8's how to give effective feedback through Sport Education so they can verbally structure it. By teaching students how to give feedback to peers we are helping them how develop to use their verbal skills, choosing correct and specific terminology and thinking about how to give descriptions/instructions. I have attached the resource here:

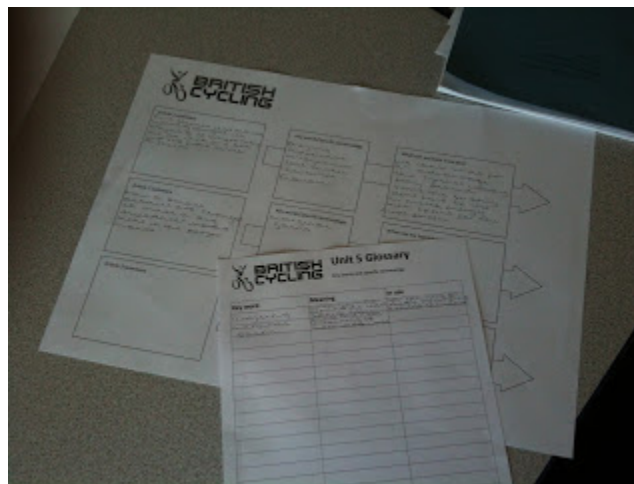
School sports newspaper - Happened a few years back. Lasted 5 editions. Had a team of sports reporters, writers and editors. The team went to fixtures, wrote reports and then published them in our paper. Printed copies were distributed to tutor groups and displayed outside the PE block and in the library. Cost and time meant it had to stop. Could this be a blog page now?

Key words/quotes - displayed around the department for students to develop terminology - increased exposure to these words can only help develop their use.



Articles - Using carefully selected articles in lessons which students can analyze and dissect. During our cycling project we have used a number of online ones where students read them, analyzed them and pulled out key information linked to the topic we were covering. These rich resources explained what we were learning in such a clear and detailed way and contextualized the content that we were learning <http://brookfieldcyclingproject.blogspot.co.uk/2012/12/developing-literacy-through-cycling.html>

Analysing articles - Here is a sheet I used with Yr 11 GCSE students when we read and analyzed 4 cycling articles:



Unit glossary sheet - A simple sheet which students can transfer key terms, key words and specific terminology from any given topic:

Evernote - Using Evernote or similar voice note taking application to allow students to verbally explain written text, then share back with students to write up their explanation. Completes a cycle of thought process and gets students to improve initial draft.



Blogs - Using Student blogs to access literacy. Students write a blog post that reflects on their learning. This is shared with their teacher who can give feedback both on the reflective part to aid progress but also on the literacy of the writing. Here is an example of our student class blog that we are writing up for our cycling project <http://brookfieldcyclingproject.blogspot.co.uk/>

Reflection blogs - To encourage reflective writing all students will have access to either Edmodo or Posterous and will review their learning after each session. This is aimed at **Questioning** - 'Pose, Pause, Pounce, Bounce'. You 'Pose' a question to the class; 'Pause' for an extended period of time (10-15secs); 'Pounce' on someone to answer the question; 'Bounce' to someone else to build or contest the original answer. May target lower ability for the immediate answer, and use higher ability students to extend.

Comic Life - Great for students to improve literacy in HPELW or any subject. Students are fully engaged using the application and produce some fabulous pieces of work. .

Questioning - Facilitating students to write about how they performed a skill and look at targets to improve. The impact on literacy comes through the extra practice at writing and enhanced through modular focuses looking at writing structure. A guide to this strategy