

**AGENDA
SCHOOL DISTRICT OF MANAWA
CURRICULUM COMMITTEE MEETING**

Date: October 3, 2018

Time: 4:00 p.m.

Place: Board Room, MES,
800 Beech Street, Manawa

Board Committee Members: Scheller (C), Pohl, Hollman

In Attendance:

Timer: _____ Recorder: _____

- 1. Curriculum Map Adoption (Information / Action)
 - a. Physical Education Gr. K – 8
 - b. Social Thinking and Me
- 2. Curriculum Committee Planning Guide (Information / Action)
- 3. Next Meeting Date _____
- 4. Next Meeting Items:
 - a. RtI Handbook Update
 - b. Information Technology Handbook Update
 - c. One-to-One Guide

1. Curriculum Map Adoption

- a. Physical Education Gr. K – 8
- b. Social Thinking and Me

Action _____ Table _____

2. Curriculum Committee Planning Guide

Action _____ Table _____

3. Next Meeting Date _____

Chair: _____ Date: _____ Time: _____
Signature

Course Name:	Physical Education - Kindergarten		
Description:	An introduction to basic physical health, including fitness concepts, locomotor and manipulative skills, motor concepts, and social interaction	NASPE Standards: •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. •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 respect 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.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	8 Weeks Fitness Concepts - 2 Weeks Jump Rope Hula Hoop and Noodle Exploration - 2 Weeks Scooters - 2 (Seperate) Weeks Parachute - 2 (Seperate) Weeks	1, 3, 4, and 5	The students will be able to explain what fitness is and why it is important to overall health. The students will be able to explore a variety of fun ways they can develop their fitness. The students will be able to explain how different activities used within PE help to develop their fitness.
Manipulative Skills and Sports	7 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Kicking - 2 Weeks Dribbling with Hands - 1 Week	1 and 4	The students will be able to demonstrate the difference between a toss and a throw. The students will be able to catch a large ball from a skilled throw. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to demonstrate the difference between a kick to pass and a kick to score.
Motor Skills and Concepts	13 Weeks Body and Space Awareness - 2 Weeks Locomotor Movements - 2 Weeks Balancing - 2 Weeks Chasing, Fleeing and Dodging - 2 Weeks Transferring Weight/Tumbling - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, 4, and 5	The students will be able to move safely throughout the gym. The students will be able to identify the difference between skipping, galloping, jumping and hopping. The students will be able to maintain balance throughout a variety of physical activities. The students will be able to identify the differences between chasing, fleeing and dodging. The students will be able to explore basic rolling skills. The students will be able to explore how dance can be used as a good form of exercise.
Teamwork and Social Interaction	2 Weeks Protocols and Acquaintance Activities - 1 Week Organized Games - 1 Week	3, 4, and 5	The students will be able to identify all Physical Education rules and protocols. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues.
Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	3, 4, and 5	The students will be able to develop their fitness levels through fun, physical focused activities.

Unit Name: FITNESS	Length: 8 Weeks
Standard(s): 1, 3, 4, and 5	Outcomes: The students will be able to explain what fitness is and why it is important to overall health. The students will be able to explore a variety of fun ways they can develop their fitness. The students will be able to explain how different activities used within PE help to develop their fitness.
Essential Questions: What is fitness? Why is it important that we are physically active? How does jump roping improve fitness? How does hula hooping improve fitness? How does playing on a scooter improve fitness? How does playing with the parachute improve fitness?	Learning Targets: Importance of Exercise Healthy vs Unhealthy Foods List of Physical Activities Demonstration of Safety with Equipment Ability to Work with Peers
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): 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 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Fitness Heart Rate Energy
Lesson Frame: Definition and the Importance of Fitness	I can explain that physical activity is important for good health. (S5.E1.K)
Lesson Frame: Effects of Exercise on the Heart and Breathing	I can explain that when I move fast, my heart beats faster and I breathe faster. (S3.E3.K)
Lesson Frame: Importance of Food and How It Provides Energy	I can explain that food provides energy for physical activity. (S3.E6.K)
Lesson Frame: Exploring Different Options for Physical Activity	I can identify physical activities that are enjoyable. (S5.E3.Kb) I can identify active play opportunities outside physical education class. (S3.E1.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Jump Rope, Hula Hoop and Noodle Exploration	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. 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 respect 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.	Academic Vocabulary: Short Rope Jumping Long Rope Jumping

Lesson Frame: Jump Rope Exploration	I can participate actively in physical education class. (S3.E2.K) I can follow teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Lesson Frame: Introduction to Short and Long Rope Jumping	I can execute a single jump with self-turned rope. (S1.E27.Ka) I can jump a long rope with teacher-assisted turning. (S1.E27.Kb) I can acknowledge that some physical activities are challenging/difficult. (S5.E2.K)
Lesson Frame: Hula Hoop Exploration	I can participate actively in physical education class. (S3.E2.K) I can follow teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Lesson Frame: Noodle Exploration	I can participate actively in physical education class. (S3.E2.K) I can follow teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Scooters	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Safety and Scooter Rules	I can acknowledge responsibility for behavior when prompted. (S4.E2.K) I can share equipment and space with others. (S4.E4.K) I can follow teachers directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Lesson Frame: Scooter Play	I can acknowledge responsibility for behavior when prompted. (S4.E2.K) I can share equipment and space with others. (S4.E4.K) I can follow teachers directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Parachute	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Safety and Parachute Rules	I can acknowledge responsibility for behavior when prompted. (S4.E2.K) I can share equipment and space with others. (S4.E4.K) I can follow teachers directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)

Lesson Frame: Parachute Play	I can acknowledge responsibility for behavior when prompted. (S4.E2.K) I can share equipment and space with others. (S4.E4.K) I can follow teachers directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 7 Weeks
Standards: 1 and 4	Outcomes: The students will be able to demonstrate the difference between a toss and a throw. The students will be able to catch a large ball from a skilled throw. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to demonstrate the difference between a kick to pass and a kick to score.
Essential Questions: What are the key steps to tossing? What are the key steps to throwing? How do we adjust when catching a smaller object? Bigger object? What is striking? How does kicking to pass differ from kicking to score? What is important to remember when we dribble?	Learning Targets: Tossing to a Target Catching a Large Ball from the Teacher Striking with Body Parts Kicking to Pass vs. Kicking to Score
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Tossing Throwing Catching Opposition
Lesson Frame: Tossing	I can toss with opposite foot forward. (S1.E13.K)
Lesson Frame: Catching	I can catch a large ball tossed by a skilled thrower. (S1.E16.Kb) I can drop and catch a ball before it bounces twice. (S1.E16.Ka)
Lesson Frame: Throwing	I can share equipment and space with others. (S4.E4.K)
Performance Tasks: Tossing, Throwing and Catching Skill Check	Notes:
Topic 2: Striking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Striking
Lesson Frame: Striking with Body Parts	I can volley a balloon, sending it upward. (S1.E22.K)
Lesson Frame: Striking with Short-Handled Implements	I can strike a light-weight object with a paddle or short-handled racket. (S1.E24.K)
Lesson Frame: Striking with Long-Handled Implements	I can share equipment and space with others. (S4.E4.K)
Performance Tasks: Striking Skill Observation	Notes:

Topic 3: Kicking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Kicking to Pass Kicking to Score Dribbling
Lesson Frame: Kicking to Pass	I can tap a ball, using the inside of the foot, sending it forward. (S1.E18.K)
Lesson Frame: Kicking to Score	I can kick a stationary ball from a stationary position. (S1.E21.K)
Lesson Frame: Trapping	I can share equipment and space with others (S4.E4.K)
Performance Tasks: Kicking Skill Check	Notes:
Topic 4: Dribbling with Hands	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Dribbling
Lesson Frame: Introduction to Dribbling	I can dribble a ball with one hand, contacting at least 2 times in a row. (S1.E17.K)
Lesson Frame: Dribbling Games	I can follow instructions and directions when prompted. (S4.E3.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 13 Weeks
Standards: 1, 2, 4, and 5	Outcomes: The students will be able to move safely throughout the gym. The students will be able to identify the difference between skipping, galloping, jumping and hopping. The students will be able to maintain balance throughout a variety of physical activities. The students will be able to identify the differences between chasing, fleeing and dodging. The students will be able to explore basic rolling skills. The students will be able to explore how dance can be used as a good form of exercise.
Essential Questions: Why is it important to move safely throughout the gym? What is a locomotor movement? What are some different ways to use the skill of balancing? When do we use the skills of chasing, fleeing and dodging? Why is rolling such a great physical activity? What are the benefits of dance?	Learning Targets: Gallop Skipping Jumping Hopping Balancing on One Foot Rolling Sideways
Topic 1: Body and Space Awareness	Length: 2 Weeks
Standard(s): 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. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Personal Space General Space Pathways
Lesson Frame: Moving in the Gym Safely	I can tell the difference between movement in personal and general space. (S2.E1.Ka) I can travel in general space with different speeds. (S2.E3.K)
Lesson Frame: Body Part Identification	I can follow teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Lesson Frame: Directions	I can form wide, narrow, curled and twisted body shapes. (S1.E7.Kb) I can travel in three different pathways. (S2.E2.K)
Performance Tasks: Far Away Test	Notes:
Topic 2: Locomotor Movements	Length: 2 Weeks

Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Locomotor Movements Skipping Jumping Hopping Galloping
Lesson Frame: Introduction to Locomotor Movements	I can perform locomotor skills while maintaining balance. (S1.E1.K)
Lesson Frame: Skipping and Galloping	I can perform locomotor skills while maintaining balance. (S1.E1.K)
Lesson Frame: Jumping vs. Hopping	I can jump and land with balance. (S1.E3.K)
Performance Tasks: Locomotor Skill Check	Notes:
Topic 3: Balancing	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Balance
Lesson Frame: Balancing On Body Parts	I can remain still on different bases of support. (S1.E7.Ka) I can acknowledge that some physical activities are challenging or difficult. (S5.E2.K)
Lesson Frame: Balancing on Apparatus	I can remain still on different bases of support. (S1.E7.Ka) I can acknowledge that some physical activities are challenging or difficult. (S5.E2.K)
Lesson Frame: Balancing Objects on Body Parts	I can acknowledge that some physical activities are challenging or difficult. (S5.E2.K)
Performance Tasks: Balancing Skill Check	Notes:
Topic 4: Chasing, Fleeing and Dodging	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary: Chasing Fleeing Dodging
Lesson Frame: Introduction to Chasing and Fleeing	I can follow directions in group settings. (S4.E1.K) I can identify physical activities that are enjoyable. (S5.E3.Ka)

Lesson Frame: Chasing and Fleeing Games	I can follow directions in group settings. (S4.E1.K) I can identify physical activities that are enjoyable. (S5.E3.Ka)
Lesson Frame: Introduction to Dodging	I can follow directions in group settings. (S4.E1.K) I can identify physical activities that are enjoyable. (S5.E3.Ka)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 5: Transferring Weight/Tumbling	Length: 3 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Flexibility Rolling
Lesson Frame: Gymnastic Balances	I can tell the difference between curling and stretching. (S1.E10.K)
Lesson Frame: Exploring Flexibility	I can tell the difference between curling and stretching. (S1.E10.K)
Lesson Frame: Log, Pencil, and Egg Rolls	I can roll sideways in a narrow body shape. (S1.E9.K)
Lesson Frame: Forward Rolls	I can roll sideways in a narrow body shape. (S1.E9.K)
Performance Tasks: Rolling Skill Check	Notes:
Topic 6: Rhythms and Dance	Length: 2 Weeks
Standard(s): 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.	Academic Vocabulary: Rhythm
Lesson Frame: Moving to an 8 Count	I can move in personal space to a rhythm. (S2.E1.Kb)
Lesson Frame: Traditional Dances	I can move in personal space to a rhythm. (S2.E1.Kb)
Lesson Frame: Teacher Developed Dances	I can perform locomotor skills in response to teacher-led creative dance. (S1.E5.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 2 Weeks
Standards: 3, 4, and 5	Outcomes: The students will be able to identify all Physical Education rules and protocols. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues.
Essential Questions: Why is Physical Education important?	Learning Targets: Game Play with Peers
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary: Physical Education Protocols
Lesson Frame: Classroom Rules and Protocols	I can recognize protocols for class activities. (S4.E5.K) I can follow directions in group settings. (S4.E1.K)
Lesson Frame: Acquaintance Activities	I can discuss the enjoyment of playing with friends. (S5.E3.Kb) I can take responsibility for behavior when prompted. (S4.E2.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Organized Games	Length: 1 Week
Standard(s): 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 respect 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.	Academic Vocabulary:
Lesson Frame: Games Used Throughout the School Year	I can participate actively in physical education class. (S3.E2.K) I can follow instructions and directions when prompted. (S4.E3.K) I can discuss the enjoyment of playing with friends. (S5.E3.Kb)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 3, 4, and 5	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): 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 respect 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.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can participate actively in physical education class (S3.E2.K) I can follow instructions and directions when prompted (S4.E3.K) I can discuss the enjoyment of playing with friends (S5.E3.Kb) I can follow teacher directions for safe participation of equipment with minimal reminders (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics Read and Run
Topic 2: Summer Fun	Length: 1 Week
Standard(s): 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 respect 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.	Academic Vocabulary:

Lesson Frame: Favorite Activities	I can participate actively in physical education class. (S3.E2.K) I can follow instructions and directions when prompted. (S4.E3.K) I can discuss the enjoyment of playing with friends. (S5.E3.Kb) I can follow teacher directions for safe participation of equipment with minimal reminders. (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks
Standard(s): 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 respect 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.	Academic Vocabulary:
Lesson Frame: TBD Depending on the Holiday	I can participate actively in physical education class. (S3.E2.K) I can follow instructions and directions when prompted. (S4.E3.K) I can discuss the enjoyment of playing with friends. (S5.E3.Kb)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities

Course Name:	Physical Education - 1st Grade	NASPE Standards:	
Description:	An introduction to basic physical health, including fitness concepts, locomotor and manipulative skills, motor concepts, and social interaction.	<ul style="list-style-type: none"> •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. •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 respect 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. 	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	8 Weeks Fitness Concepts - 2 Weeks Jump Rope Hula Hoop and Noodle Exploration - 2 Weeks Scooters - 2 (Seperate) Weeks Parachute - 2 (Seperate) Weeks	1, 3, 4, and 5	The students will be able to explain what fitness is and why it is important to overall health. The students will be able to explore a variety of fun ways they can develop their fitness. The students will be able to explain how different activities used within PE help to develop their fitness.
Manipulative Skills and Sports	7 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Kicking - 2 Weeks Dribbling with Hands - 1 Week	1, 2, and 4	The students will be able to demonstrate the difference between a toss and a throw . The students will be able to difference sized balls from a skilled throw. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to demonstrate the difference between a kick to pass and a kick to score. The students will be able to dribble a ball with their hands continuously.
Motor Skills and Concepts	13 Weeks Body and Space Awareness - 2 Weeks Locomotor Movements - 2 Weeks Balancing - 2 Weeks Chasing, Fleeing and Dodging - 2 Weeks Transferring Weight/Tumbling - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, 4, and 5	The students will able to move safely throughout the gym. The students will be able to identify the difference between skipping, galloping, jumping and hopping. The students will be able to maintain balance throughout a variety of physical activities. The students will be able to identify the differences between chasing, fleeing and dodging. The students will be able to explore basic rolling skills. The students will be able to explore how dance can be used as a good form of exercise.
Teamwork and Social Interaction	2 Weeks Protocols and Acquaintance Activities - 1 Week Organized Games - 1 Week	3, 4, and 5	The students will be able to identify all Physical Education rules and protocols. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues.

Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	4	The students will be able to develop their fitness levels through fun, physical focused activities.
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Unit Name: FITNESS	Length: 8 Weeks
Standards: 1, 3, 4, and 5	Outcomes: The students will be able to explain what fitness is and why it is important to overall health. The students will be able to explore a variety of fun ways they can develop their fitness. The students will be able to explain how different activities used within PE help to develop their fitness.
Essential Questions: What is fitness? Why is it important that we are physically active? How does jump roping improve fitness? How does hula hooping improve fitness? How does playing on a scooter improve fitness? How does playing with the parachute improve fitness?	Learning Targets: Importance of Exercise Healthy vs Unhealthy Foods List of Physical Activities Demonstration of Safety with Equipment Ability to Work with Peers
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): 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 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Fitness Heart Rate Energy
Lesson Frame: Importance of Exercise	I can discuss the benefits of being active and exercising and/or playing. (S3.E1.1) I can identify physical activity as a component of good health. (S5.E1.1)
Lesson Frame: Effects of Exercise on the Heart and Breathing	I can identify the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)
Lesson Frame: Food Provides Energy for Activity	I can identify healthy and unhealthy foods. (S3.E6.1)
Lesson Frame: Identifying Enjoyable Physical Activities	I can discuss the benefits of being active and exercising and/or playing. (S3.E1.1) I can identify physical activity as a component of good health. (S5.E1.1)
Performance Tasks: Healthy/Unhealthy Matching Assessment	Notes:
Topic 2: Jump Rope, Hula Hoop and Noodle Exploration	Length: 2 Weeks

<p>Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. 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 respect self and others.</p>	<p>Academic Vocabulary: Short Rope Jumping Long Rope Jumping Rope Turning</p>
<p>Lesson Frame: Jump Rope Exploration</p>	<p>I can engage actively in physical education class. (S3.E2.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>
<p>Lesson Frame: Introduction to Short and Long Rope Jumping</p>	<p>I can jump forward or backward consecutively using a self-turned rope. (S1.E27.1a) I can jump a long rope up to 5 times consecutively with teacher-assisted turning. (S1.E27.1b)</p>
<p>Lesson Frame: Hula Hoop Exploration</p>	<p>I can engage actively in physical education class. (S3.E2.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>
<p>Lesson Frame: Noodle Exploration</p>	<p>I can engage actively in physical education class. (S3.E2.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>
<p>Performance Tasks: Teacher Observation and Feedback Participation</p>	<p>Notes:</p>
<p>Topic 3: Scooters</p>	<p>Length: 2 (Seperate) Weeks</p>
<p>Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p>Academic Vocabulary:</p>
<p>Lesson Frame: Safety and Scooter Rules</p>	<p>I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>
<p>Lesson Frame: Scooter Play</p>	<p>I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>

Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Parachute	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Safety and Parachute Rules	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Lesson Frame: Parachute Play	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 7 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to demonstrate the difference between a toss and a throw . The students will be able to catch different sized balls from a skilled throw. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to demonstrate the difference between a kick to pass and a kick to score. The students will be able to dribble a ball with their hands continuously.
Essential Questions: What are the key steps to tossing? What are the key steps to throwing? How do we adjust when catching a smaller object? Bigger object? What is striking? How does kicking to pass differ from kicking to score? What is important to remember when we dribble?	Learning Targets: Tossing to a Target Catching a Ball from the Teacher Striking with Body Parts Kicking to Pass vs. Kicking to Score
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Tossing Throwing Catching Opposition
Lesson Frame: Tossing	I can toss underhand with a mature form. (S1.E13.1)
Lesson Frame: Catching	I can catch a soft object from a self-toss before it bounces. (S1.E16.1a) I can catch various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)
Lesson Frame: Throwing	I can work independently with others in a variety of class environments. (S4.E4.1)
Performance Tasks: Tossing, Throwing and Catching Skill Assessment	Notes:
Topic 2: Striking	Length: 2 Weeks
Standard(s): 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.	Academic Vocabulary: Striking Short-Handled Implement Long-Handled Implement
Lesson Frame: Striking with Body Parts	I can volley can object with an open palm, sending it upward. (S1.E22.1) I can differentiate between strong and light force. (S2.E3.1b)

Lesson Frame: Striking with Short-Handled Implements	I can strike a ball with a short-handled implement, sending it upward. (S1.E24.1) I can differentiate between strong and light force. (S2.E3.1b)
Lesson Frame: Striking with Long-Handled Implements	I can differentiate between strong and light force. (S2.E3.1b)
Performance Tasks: Striking Skill Observation During Stations	Notes:
Topic 3: Kicking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Kicking to Pass Kicking to Score Dribbling Trapping
Lesson Frame: Kicking to Pass	I can approach a stationary ball and kick it forward. (S1.E21.1)
Lesson Frame: Kicking to Score	I can approach a stationary ball and kick it forward. (S1.E21.1)
Lesson Frame: Trapping and Dribbling	I can tap or dribble a ball using the inside of the foot while walking in general space. (S1.E18.1)
Performance Tasks: Kicking Skill Assessment	Notes:
Topic 4: Dribbling with Hands	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Dribbling
Lesson Frame: Introduction to Dribbling	I can dribble continuously in my own space with my dominant hand. (S1.E17.1) I can respond appropriately to feedback from the teacher. (S4.E3.1)
Lesson Frame: Dribbling Games	I can dribble continuously in my own space with my dominant hand. (S1.E17.1) I can respond appropriately to feedback from the teacher. (S4.E3.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 13 Weeks
Standards: 1, 2, 4, and 5	Outcomes: The students will be able to move safely throughout the gym. The students will be able to identify the difference between skipping, galloping, jumping and hopping. The students will be able to maintain balance throughout a variety of physical activities. The students will be able to identify the differences between chasing, fleeing and dodging. The students will be able to explore basic rolling skills. The students will be able to explore how dance can be used as a good form of exercise.
Essential Questions: How do we move safely throughout the gym? What is a locomotor movement? What are some different ways to use the skill of balancing? When do we use the skills of chasing, fleeing and dodging? Why is rolling such a great physical activity? What are the benefits of dance?	Learning Targets: Gallop Skip Jump Hop Balance on One Foot Roll Sideways
Topic 1: Body and Space Awareness	Length: 2 Weeks
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Personal Space General Space Pathways Levels - High, Middle, Low
Lesson Frame: Moving in the Gym Safely	I can tell the difference between fast and slow speeds. (S2.E3.1a)
Lesson Frame: Body Part Identification	I can travel, demonstrating a variety of relationships with objects. (S2.E2.1b)
Lesson Frame: Directions and Levels	I can travel, demonstrating low, middle, and high levels. (S2.E2.1a)
Performance Tasks: Far Away Assessment	Notes:
Topic 2: Locomotor Movements	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Locomotor Movements Skip Jump Hop Gallop Leap Slide
Lesson Frame: Introduction to Locomotor Movements	I can hop, gallop, jog, and slide using a mature pattern. (S1.E1.1)
Lesson Frame: Skipping and Galloping/Intro to Sliding	I can hop, gallop, jog, and slide using a mature pattern. (S1.E1.1)

Lesson Frame: Jumping vs. Hopping/Intro to Leaping	I can jump and land, forward, using 2 feet to take off and land. (S1.E3.1) I can jump and land, up and down. (S1.E4.1)
Performance Tasks: Locomotor Movements Skill Assessment	Notes:
Topic 3: Balancing	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Balance
Lesson Frame: Balancing on Body Parts	I can stay still when balancing on different bases of support in different body shapes. (S1.E7.1)
Lesson Frame: Balancing on Apparatus	I can stay still when balancing on different bases of support in different body shapes. (S1.E7.1)
Lesson Frame: Balancing Objects on Body Parts	I can recognize that challenge in physical activity can lead to success. (S5.E2.1)
Performance Tasks: Balancing Skill Assessment	Notes:
Topic 4: Chasing, Fleeing and Dodging	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary: Chasing Fleeing Dodging
Lesson Frame: Introduction To Chasing and Fleeing	I can follow the rules and parameters of the learning environment. (S4.E2.1) I can discuss personal reasons for enjoying physical activities. (S5.E3.1b)
Lesson Frame: Chasing and Fleeing Games	I can follow the rules and parameters of the learning environment. (S4.E2.1) I can discuss personal reasons for enjoying physical activities. (S5.E3.1b)
Lesson Frame: Introduction to Dodging	I can follow the rules and parameters of the learning environment. (S4.E2.1) I can discuss personal reasons for enjoying physical activities. (S5.E3.1b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 5: Transferring Weight/Tumbling	Length: 3 Weeks

Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Flexibility Rolling Twisting Curling Stretching Bending
Lesson Frame: Gymnastics Balances	I can transfer weight from one body-part to another in gymnastics. (S1.E8.1)
Lesson Frame: Basic Rolls	I can roll with either a narrow or curled body shape. (S1.E9.1)
Lesson Frame: Twisting, Curling, Stretching and Bending	I can demonstrate twisting, curling, bending, and stretching actions (S1.E10.1)
Performance Tasks: Rolling Skill Assessment	Notes:
Topic 6: Rhythms and Dance	Length: 2 Weeks
Standard(s): 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.	Academic Vocabulary: Rhythm
Lesson Frame: Moving to an 8 Count	I can move in self-space and general space in response to designated beats or rhythms. (S2.E1.1)
Lesson Frame: Traditional Dances	I can transfer weight from one body part to another in self-space in dance. (S1.E8.1)
Lesson Frame: Teacher Developed Dances	I can combine locomotor and non-locomotor skills in a teacher-designed dance. S1.E5.1)
Performance Tasks: Old Brass Wagon Dance Assessment	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 2 Weeks
Standards: 3, 4, and 5	Outcomes: The students will be able to identify all Physical Education rules and protocols. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues.
Essential Questions: Why is Physical Education important?	Learning Targets: Game Play with Peers
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary: Physical Education Protocols
Lesson Frame: Classroom Rules and Protocols	I can follow the rules and parameters of the learning environment. (S4.E2.1) I can exhibit the established protocols for class activities. (S4.E5.1)
Lesson Frame: Acquaintance Activities	I can describe positive feelings that result from participating in physical activities. (S5.E3.1a)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Organized Games	Length: 1 Week
Standard(s): 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 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction	Academic Vocabulary:
Lesson Frame: Games Used Throughout the School Year	I can engage actively in physical education class. (S3.E2.1) I can discuss personal reasons for enjoying physical activities. (S5.E3.1b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 4	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics Read and Run
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:

Lesson Frame: TBD Depending on Holiday	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities

September	October	November	December	January	February	March	April	May	June
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Course Name:	Physical Education - 2nd Grade		
Description:	Improvement on physical health, with emphasis on fitness, locomotor and manipulative skills, motor concepts, social interaction and teamwork skills.	NASPE Standards: •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. •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 respect 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.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	8 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing - 1 Week Scooters - 2 (Seperate) Weeks Parachute - 2 (Seperate) Weeks	1, 3, 4, and 5	The students will be able to explain what it means to be physically fit. The students will be able to explain how physical activities fit into different components of fitness. The students will be able to explain how proper nutrition and fitness work together. The students will be able to explain how different activities used within PE help to develop their fitness.
Manipulative Skills and Sports	7 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Soccer Skills - 2 Weeks Dribbling with Hands - 1 Week	1 and 4	The students will be able to toss with proficiency. The students will be able to throw overhand. The students will be able to catch with proficiency. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to hit a ball off of a tee. The students will be able to kick with proficiency. The students will be able to dribble a ball consecutively.
Motor Skills and Concepts	11 Weeks Locomotor Movements - 2 Weeks Balancing - 2 Weeks Chasing, Fleeing and Dodging - 2 Weeks Tumbling/Basic Gymnastics - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, 3, 4, and 5	The students will be demonstrate all 8 locomotor movements. The students will be able to attempt multiple different balance challenges. The students will be able to identify when chasing, fleeing and dodging are used in sport. The students will be able to perform all basic gymnastics rolls with proficiency. The students will be able to use creative movement to move to different rhythms.

Teamwork and Social Interaction	4 Weeks Protocols and Acquaintance Activities - 1 Week Organized Games - 1 Week Cooperative Play - 2 Weeks	3 and 4	The students will be able to explain why the rules and protocols are important in Physical Education. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues. The students will work as a entire class to complete a variety of cooperative play challenges.
Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	4	The students will be able to develop their fitness levels through fun, physical focused activities.

Unit Name: FITNESS	Length: 8 Weeks
Standards: 1, 3, 4 and 5	Outcomes: The students will be able to explain what it means to be physically fit. The students will be able to explain how physical activities fit into different components of fitness. The students will be able to explain how proper nutrition and fitness work together. The students will be able to explain how different activities used within PE help to develop their fitness.
Essential Questions: What are the five components of fitness? Why is fitness so important? Why is jump roping such a great physical activity? Why is climbing such a great physical activity ? What are the benefits of scooter play? What are the benefits of parachute play?	Learning Targets: Definition of Fitness 5 Components of Fitness Food Plate Understanding of Challenge Demonstration of Safety with Equipment Ability to Work with Peers
Topic 1: Fitness Concepts	
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Fitness Flexibility Muscular Endurance Muscular Strength Cardiovascular Endurance Body Composition Food Plate
Lesson Frame: Options for Physical Activity	I can list options for physical activity outside of physical education class. (S3.E1.2)
Lesson Frame: Health-Related Fitness Components	I can identify physical activities that contribute to fitness. (S3.E3.2b)
Lesson Frame: Nutrition	I can explain the "good health balance" of good nutrition with physical activity. (S3.E6.2)
Performance Tasks: Identify the Type of Exercise Assessment	Notes:
Topic 2: Jump Roping	
Topic 2: Jump Roping	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Short Rope Jumping Long Rope Jumping Rope Turning

Lesson Frame: Short-Rope Jumping	I can jump a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)
Lesson Frame: Long-Rope Jumping	I can jump a long rope 5 times consecutively with student turners. (S1.E27.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Climbing	Length: 1 Week
Standard(s): 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 respect 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.	Academic Vocabulary: Spotting
Lesson Frame: Principles and Climbing Safety	I can use my own body as resistance for developing strength. (S3.E3.2a)
Lesson Frame: Climbing Activities	I can work independently with others in partner environments. (S4.E4.2) I can compare physical activities that bring confidence and challenge. (S5.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Scoters	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Safety and Scooter Rules	I can work independently with others in partner environments. (S4.E4.2) I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Lesson Frame: Scooter Play	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Topic 5: Parachute	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others	Academic Vocabulary:
Lesson Frame: Safety and Parachute Rules	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Lesson Frame: Parachute Play	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 7 Weeks
Standards: 1 and 4	Outcomes: The students will be able to toss with proficiency. The students will be able to throw overhand. The students will be able to catch with proficiency. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to hit a ball off of a tee. The students will be able to kick with proficiency. The students will be able to dribble a ball consecutively.
Essential Questions: When, in sports, do we use tossing versus throwing? When, in sports, do we use different catching skills? When, in sports, do we strike? How does kicking to pass differ from kicking to score? What is the purpose of trapping and dribbling in soccer? What is important to remember when we dribble?	Learning Targets: Throwing to a Target Catching a Ball in Activity Striking with Body Parts Striking with a Paddle Batting Off a Tee Kicking While Moving Dribbling in Activity
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Tossing Throwing Catching Opposition
Lesson Frame: Review of the Underhand Toss	I can throw underhand using a mature pattern. (S1.E13.2)
Lesson Frame: Throwing	I can throw overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2)
Lesson Frame: Catching	I can catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against my body. (S1.E16.2)
Performance Tasks: Throwing and Catching Assessment	Notes:
Topic 2: Striking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Striking Short-Handled Implement Long-Handled Implement
Lesson Frame: Striking with Body Parts	I can volley an object upward with consecutive hits. (S1.E22.2)
Lesson Frame: Striking with Short-Handled Implements	I can strike an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)
Lesson Frame: Striking with Long-Handled Implements	I can strike a ball off a tee with a bat, using correct grip and positioning. (S1.E25.2)
Performance Tasks: Striking Oral Assessment as a Group	Notes:

Topic 3: Soccer Skills	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Kicking to Pass Kicking to Score Dribbling Trapping
Lesson Frame: Kicking to Pass	I can use a continuous running approach and kick a ball. (S1.E21.2)
Lesson Frame: Kicking to Score	I can use a continuous running approach and kick a ball. (S1.E21.2)
Lesson Frame: Trapping and Dribbling	I can dribble with the feet in general space with control of ball and body. (S1.E18.2)
Performance Tasks: Kicking Skill Assessment	Notes:
Topic 4: Dribbling with Hands	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Dribbling Traveling Double Dribble
Lesson Frame: Dribbling Cues	I can dribble in personal space with my dominant hand using a mature pattern. (S1.E17.2a) I can dribble using my dominant hand while walking in general space. (S1.E17.2b)
Lesson Frame: Dribbling Games	I can accept specific corrective feedback from the teacher. (S4.E3.2)
Performance Tasks: Dribbling Assessment	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 11 Weeks
Standards: 1, 2, 3, 4 and 5	Outcomes: The students will be demonstrate all 8 locomotor movements. The students will be able to attempt multiple different balance challenges. The students will be able to identify when chasing, fleeing and dodging are used in sport. The students will be able to perform all basic gymnastics rolls with proficiency. The students will be able to use creative movement to move to different rhythms.
Essential Questions: What are the main 8 locomotor movements and what are some other locomotor movements? Why is balancing an important skill? When, in sport, do we use the skills of chasing, fleeing and dodging? What fitness benefits do we receive from tumbling/gymnastics skills? What fitness benefits do we receive from dance? How can we use dance to express ourselves?	Learning Targets: Sliding Leaping Balancing with Partners Chasing, Fleeing and Dodging in Activity Forward Rolls Free Movement to Rhythms
Topic 1: Locomotor Movements	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Locomotor Movements Skipping Gallop Sliding Jumping Hopping Leaping
Lesson Frame: Review All Locomotor Movements	I can run with a mature pattern. (S1.E2.2a) I can travel showing the difference between jogging and sprinting. (S1.E12.2b)
Lesson Frame: Skipping, Galloping and Sliding	I can skip using a mature pattern. (S1.E1.2)
Lesson Frame: Jumping, Hopping and Leaping	I can jump and land, forward, using 2 feet to take off and land. (S1.E3.2) I can jump and land, up and down. (S1.E4.2)
Performance Tasks: Locomotor Skills Assessment	Notes:
Topic 2: Balancing	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Static Balance Dynamic Balance

Lesson Frame: Balancing on Body Parts	I can balance on different bases of support, combining levels and shapes. (S1.E7.2a) I can transfer weight from feet to different body parts/bases of support for balance. (S1.E8.2)
Lesson Frame: Balancing on Apparatus	I can balance on different bases of support, combining levels and shapes. (S1.E7.2a) I can practice skills with minimal teacher prompting. (S4.E1.2)
Lesson Frame: Balancing Objects on Body Parts	I can balance on different bases of support, combining levels and shapes. (S1.E7.2a) I can practice skills with minimal teacher prompting. (S4.E1.2)
Performance Tasks: Balancing Skill Assessment	Notes:
Topic 3: Chasing, Fleeing and Dodging	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Chasing Fleeing Dodging
Lesson Frame: Review Chasing and Fleeing	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)
Lesson Frame: Chasing and Fleeing Games	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)
Lesson Frame: Dodging	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Tumbling/Basic Gymnastics	Length: 3 Weeks
Standard(s): 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.	Academic Vocabulary: Rolling Twisting Curling Stretching Bending
Lesson Frame: Gymnastics Balances	I can balance in an inverted position with stillness and supportive base. (S1.E7.2b) I can transfer weight from feet to different body parts/bases of support for balance. (S1.E8.2)
Lesson Frame: Basic Rolls	I can roll in different directions with either a narrow or curled body shape. (S1.E9.2)
Lesson Frame: Twisting, Curling, Stretching and Bending	I can tell the difference between twisting, curling, bending, and stretching actions. (S1.E10.2)

Lesson Frame: Putting Skills Together	I can combine balances and transfers into a three-part sequence. (S1.E11.2) I can combine shapes, levels and pathways into simple gymnastics sequences. (S2.E2.2)
Performance Tasks: Rolling Skill Assessment	Notes:
Topic 5: Rhythms and Dance	Length: 2 Weeks
Standard(s): 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. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Rhythm Creative Movement
Lesson Frame: Moving to an 8 Count	I can combine locomotor skills in general space to a rhythm. (S1.E5.2) I can identify physical activities that provide self-expression. (S5.E3.2)
Lesson Frame: Traditional and Teacher Led Dances	I can perform a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)
Lesson Frame: Creative Movement and Choreography	I can combine shapes, levels, and pathways into simple dance sequences. (S2.E2.2)
Performance Tasks: Hitchhiker Dance Assessment	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 4 Weeks
Standards: 3 and 4	Outcomes: The students will be able to explain why the rules and protocols are important in Physical Education. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues. The students will work as a entire class to complete a variety of cooperative play challenges.
Essential Questions: Why is Physical Education important? What is teamwork? What is sportsmanship? What is brainstorming? What is problem solving?	Learning Targets: Game Play with Peers Problem Solving/Completing Cooperative Play Tasks
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Physical Education Protocols
Lesson Frame: Classroom Rules and Protocols	I can recognize the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)
Lesson Frame: Acquaintance Activities	I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Organized Games	Length: 1 Week
Standard(s): 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 respect self and others.	Academic Vocabulary:
Lesson Frame: Games Used Throughout the School Year	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2) I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Topic 3: Cooperative Play	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Teamwork Sportsmanship Brainstorming Problem Solving
Lesson Frame: Teamwork and Sportsmanship	I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2) I can work independently with others in partner environments. (S4.E4.2)
Lesson Frame: Brainstorming and Problem Solving	I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2) I can work independently with others in partner environments. (S4.E4.2)
Performance Tasks: Cooperative Play Word Search	Notes:

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 4	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics Read and Run
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others	Academic Vocabulary:
Lesson Frame: TBD Depending on Holiday	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)

Performance Tasks: Teacher Observation and Feedback Participation	Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities

Course Name:	Physical Education - 3rd Grade		
Description:	Improvement on physical health, with emphasis on fitness, locomotor and manipulative skills, motor concepts, social interaction and teamwork skills.	NASPE Standards: •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. •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 respect 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.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	6 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing - 1 Week Scooters - 1 Week Parachute - 1 Week	1, 3, 4, and 5	The students will be able to explain how physical activity corresponds to good health. The students will be able to define the 5 Components of Fitness. The students will be able to successfully jump rope using a long or short rope. The students will be able to explain how different activities used within PE help to develop their fitness.
Manipulative Skills and Sports	10 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Soccer Skills - 2 Weeks Basketball Skills - 2 Weeks Volleying - 2 Weeks	1, 2, and 4	The students will be able to throw overhand with proficiency. The students will be able to catch with proficiency. The students will be able to strike with a short-handled implement with proficiency. The students will be able to strike with a long-handled implement with proficiency. The students will be able to kick for distance and accuracy with proficiency. The students will be able to dribble a ball, with feet, with control. The students will be able to dribble a ball, with hands, with control. The students will begin to volley a ball, underhand.
Motor Skills and Concepts	8 Weeks Locomotor Movements - 1 Week Chasing, Fleeing and Dodging - 2 Weeks Tumbling/Basic Gymnastics - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, 3, and 4	The students will be able to combine sequences of locomotor movements. The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to combine basic gymnastics rolls and balances. The students will be able to use their own creativity to choreograph short dances.
Teamwork and Social Interaction	6 Weeks Protocols and Acquaintance Activities - 1 Week Organized Games - 1 Week Cooperative Play/Team Building - 2 Weeks Outdoor Lifetime/Recreational Activities - 2 Weeks	2, 3, 4, and 5	The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to learn new games that will be used with Physical Education. The students will be able to work together, with their classmates, to complete a variety of cooperative play challenges. The students will be introduced to a variety of Outdoor Lifetime Recreational Activities.

Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	3 and 4	The students will be able to develop their fitness levels through fun, physical focused activities.
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Unit Name: FITNESS	Length: 6 Weeks
Standards: 1, 3, 4, and 5	Outcomes: The students will be able to explain how physical activity corresponds to good health. The students will be able to define the 5 Components of Fitness. The students will be able to successfully jump rope using a long or short rope. The students will be able to explain how different activities used within PE help to develop their fitness.
Essential Questions: What are different examples of the five components of fitness? Why is fitness so important for overall good health? Why is jump roping such a great physical activity? Why is climbing such a great physical activity? What are the benefits of scooter play? What are the benefits of parachute play?	Learning Targets: Definition of Fitness 5 Components of Fitness Understanding of Challenge Demonstration of Safety with Equipment Ability to Work with Peers
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): 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 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Fitness Flexibility Muscular Endurance Muscular Strength Cardiovascular Endurance Body Composition Warm-Up Cool-Down
Lesson Frame: Overview of Fitness	I can chart participation in physical activities outside physical education class. (S3.E1.3a) I can identify physical activity as a way to become healthier. (S3.E1.3b) I can discuss the relationship between physical activity and good health. (S5.E1.3)
Lesson Frame: Health-Related Fitness Components	I can describe the concept of fitness and provide examples of physical activity to enhance fitness. (S3.E3.3) I can demonstrate, with teacher direction, the health-related fitness components. (S3.E5.3)
Lesson Frame: Nutrition	I can identify foods that are beneficial for before and after physical activity. (S3.E6.3)
Lesson Frame: Importance of Warm-up and Cool-Down	I can recognize the importance of warm-up and cool-down relative to vigorous physical activity. (S3.E4.3)
Performance Tasks: Fitness Jeopardy	Notes:

Topic 2: Jump Roping	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary:
Lesson Frame: Short-Rope Jumping	I can perform a variety of jump-rope skills with both long and short ropes. (S1.E27.3)
Lesson Frame: Long-Rope Jumping	I can perform a variety of jump-rope skills with both long and short ropes. (S1.E27.3)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Climbing	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Spotting
Lesson Frame: Principles and Climbing Safety	I can exhibit personal responsibility in teacher-directed activities. (S4.E1.3) I can work cooperatively with others. (S4.E4.3a)
Lesson Frame: Climbing Activities	I can praise others for their success in movement performance. (S4.E4.3b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Scooters	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others	Academic Vocabulary:
Lesson Frame: Safety and Scooter Rules	I can work cooperatively with others. (S4.E4.3a) I can work independently and safely in physical activity settings. (S4.E6.3)
Lesson Frame: Scooter Play	I can work cooperatively with others. (S4.E4.3a) I can work independently and safely in physical activity settings. (S4.E6.3)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 5: Parachute	Length: 1 Week

Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary:
Lesson Frame: Safety and Parachute Rules	I can exhibit personal responsibility in teacher-directed activities. (S4.E1.3)
Lesson Frame: Parachute Play	I can reflect on the reasons for enjoying selected physical activities. (S5.E3.3)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 10 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to throw overhand with proficiency. The students will be able to catch with proficiency. The students will be able to strike with a short-handled implement with proficiency. The students will be able to strike with a long-handled implement with proficiency. The students will be able to kick for distance and accuracy with proficiency. The students will be able to dribble a ball, with feet, with control. The students will be able to dribble a ball, with hands, with control. The students will begin to volley a ball, underhand.
Essential Questions: What are some different situations we may change how we throw? When, in sports, do we use different catching skills? When, in sports, do we strike? How does kicking to pass differ from kicking to score? What is the purpose of trapping and dribbling in soccer? What is important to remember when we dribble a basketball?	Learning Targets: Throwing to a Target Catching a Ball in Activity Striking with a Short-Handled Implement Striking with a Variety of Long-Handled Implements Kicking While Moving Dribbling in Activity
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Throwing for Distance Throwing for Accuracy
Lesson Frame: Throwing	I can throw overhand, with a mature pattern, for distance and/or force. (S1.E14.3)
Lesson Frame: Catching	I can catch a gently tossed hand-size ball from a partner, using a mature pattern. (S1.E16.3)
Lesson Frame: Using Tossing, Throwing and Catching in Game-Like Activities	I can toss underhand to a partner or target with reasonable accuracy. (S1.E13.3)
Performance Tasks: Throwing and Catching Skill Assessment	Notes:
Topic 2: Striking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Striking Short-Handled Implement Long-Handled Implement Alternating Grip
Lesson Frame: Striking with Short-Handled Implements	I can strike an object with a short-handled implement, sending it forward to a wall. (S1.E24.3a) I can strike an object with a short-handled implement while demonstrating mature form. (S1.E24.3b)

Lesson Frame: Batting	I can strike a ball with a long-handled implement sending it forward, while using proper grip for the implement. (S1.E25.3)
Lesson Frame: Hockey Skills	I can strike a ball with a long-handled implement sending it forward, while using proper grip for the implement. (S1.E25.3)
Performance Tasks: Striking Oral Assessment as a Group	Notes:
Topic 3: Soccer Skills	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Kicking for Power Kicking for Accuracy Dribbling Trapping
Lesson Frame: Kicking to Pass	I can pass and receive a ball with insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.3)
Lesson Frame: Kicking to Score	I can use a continuous running approach and intentionally perform a kick along the ground and a kick in the air. (S1.E21.3a) I can use a continuous running approach and kick a stationary ball for accuracy. (S1.E21.3b)
Lesson Frame: Trapping and Dribbling	I can dribble with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)
Performance Tasks: Soccer Skills Assessment	Notes:
Topic 4: Basketball Skills	Length: 2 Weeks
Standard(s): 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. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Dribbling Chest Pass Bounce Pass Shooting
Lesson Frame: Dribbling and Passing	I can dribble and travel in general space at slow and moderate jogging speed, with control of the ball and my body. (S1.E17.3)
Lesson Frame: Passing	I can recognize the concept of open spaces in a movement context. (S2.E1.3)
Lesson Frame: Shooting	I can accept and implement specific corrective feedback provided by the teacher. (S4.E3.4)
Performance Tasks: Basketball Skill Assessment	Notes:

Topic 5: Volleying	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Forearm Pass Setting Volleying
Lesson Frame: Forearm Pass	I can volley an object with an underhand striking pattern to a partner. (S1.E22.3)
Lesson Frame: Setting	I can accept and implement specific corrective feedback from the teacher. (S4.E3.3)
Lesson Frame: Volleying	I can accept and implement specific corrective feedback from the teacher. (S4.E3.3)
Performance Tasks: Forearm Pass Skill Assessment	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 8 Weeks
Standards: 1, 2, 3, and 4	Outcomes: The students will be combine sequences of locomotor movements. The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to combine basic gymnastics rolls and balances. The students will be able to use their own creativity to choreograph short dances.
Essential Questions: What are the main 8 locomotor movements and when are they used in sport? When, in sport, do we use the skills of chasing, fleeing and dodging? What fitness benefits do we receive from tumbling/gymnastics skills? What fitness benefits do we receive from dance? How can we use dance to express ourselves?	Learning Targets: All 8 Locomotor Movements Chasing, Fleeing and Dodging in Activity All Basic Gymnastics Rolls/Tumbles Combining Skills Within Dance
Topic 1: Locomotor Movements	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Locomotor Movements Skipping Gallop Sliding Jumping Hopping Leaping
Lesson Frame: Skipping, Galloping and Sliding	I can perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)
Lesson Frame: Jumping, Hopping and Leaping	I can leap using a mature pattern. (S1.E2.3) I can jump and land forward, backward, up and down, using a mature pattern. (S1.E3.3)
Lesson Frame: Locomotor Movements in Activity	I can travel showing differentiation between sprinting and running. (S1.E2.3)
Performance Tasks: Locomotor Movements Skill Assessment	Notes:
Topic 2: Chasing, Fleeing and Dodging	Length: 2 Weeks
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Chasing Fleeing Dodging

Lesson Frame: Review Chasing and Fleeing	I can apply simple strategies and tactics in chasing activities. (S2.E5.3a) I can apply simple strategies in fleeing activities. (S2.E5.3b)
Lesson Frame: Chasing and Fleeing Games	I can apply simple strategies and tactics in chasing activities. (S2.E5.3a) I can apply simple strategies in fleeing activities. (S2.E5.3b)
Lesson Frame: Dodging	I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3)
Performance Tasks: Chasing, Fleeing, and Dodging Knowledge Assessment	Notes:
Topic 3: Tumbling/Basic Gymnastics	Length: 3 Weeks
Standard(s): 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. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Tumbling Inverts Sequence
Lesson Frame: Basic Gymnastics Rolls and Tumbles	I can balance on different bases of support, demonstrating muscle tension and extensions of free body parts. (S1.E7.3 and S2.E4.3b) I can move into and out of gymnastics balances with curling, twisting, and stretching actions. (S1.E10.3)
Lesson Frame: Inverts	I can transfer weight from feet to hands for momentary weight support. (S1.E8.3) I can use the concept of alignment in gymnastics. (S2.E4.3a)
Lesson Frame: Putting Skills Together	I can combine movement concepts with skills as directed by the teacher. (S2.E3.3) I can work independently for extended periods of time. (S4.E2.3)
Performance Tasks: Gymnastics Skill Assessment	Notes:
Topic 4: Rhythms and Dance	Length: 2 Weeks
Standard(s): 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.	Academic Vocabulary: Choreography Self-Expression
Lesson Frame: Dancing/Moving to an 8 Count	I can employ the concept of alignment in dance. (S2.E4.3a) I can employ the concept of muscle tension with balance in dance. (S2.E4.3b)

Lesson Frame: Choreography	I can combine locomotor skills and movement concepts to create and perform a dance. (S1.E11.3) I can combine balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)
Lesson Frame: Intro to Jump Bands	I can perform teacher-selected and developmentally appropriate dance steps and movement patterns (S1.E5.3)
Performance Tasks: 16 Count Dance Choreography and Performance	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 6 Weeks
Standards: 2, 3, 4, and 5	Outcomes: The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to learn new games that will be used with Physical Education. The students will be able to work together, with their classmates, to complete a variety of cooperative play challenges. The students will be introduced to a variety of Outdoor Lifetime Recreational Activities.
Essential Questions: How do we display teamwork? How do we display sportsmanship? How can we work together to brainstorm ideas to complete a task? What is an Outdoor Lifetime Recreational Activity?	Learning Targets: Problem Solving/Completing Cooperative Play Tasks Etiquette Displayed During OLRA Games
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary:
Lesson Frame: Classroom Rules and Protocols	I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)
Lesson Frame: Acquaintance Activities	I can reflect on the reasons for enjoying selected physical activities. (S5.E33)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Organized Games	Length: 1 Week
Standard(s): 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 respect self and others.	Academic Vocabulary:
Lesson Frame: Games Used Throughout the School Year	I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Cooperative Play/Team Building	Length: 2 Weeks

<p>Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.</p>	<p>Academic Vocabulary: Cooperation Teamwork Sportsmanship Brainstorming Problem Solving</p>
<p>Lesson Frame: Teamwork and Sportsmanship</p>	<p>I can work cooperatively with others. (S4.E4.3a) I can describe the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)</p>
<p>Lesson Frame: Brainstorming and Problem Solving</p>	<p>I can discuss the challenge that comes from learning a new physical activity. (S5.E2.3)</p>
<p>Performance Tasks: Cooperation Challenges Team Assessment</p>	<p>Notes:</p>
<p>Topic 4: Outdoor Lifetime/Recreational Activities</p>	<p>Length: 2 Weeks</p>
<p>Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.</p>	<p>Academic Vocabulary: Cancellation Scoring</p>
<p>Lesson Frame: Bocce Ball</p>	<p>I can combine movement concepts with skills as directed by the teacher. (S2.E3.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3) I can discuss the challenge that comes from learning a new physical activity. (S5.E2.3)</p>
<p>Lesson Frame: Horseshoes</p>	<p>I can combine movement concepts with skills as directed by the teacher. (S2.E3.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3) I can discuss the challenge that comes from learning a new physical activity. (S5.E2.3)</p>
<p>Lesson Frame: Lawn Games</p>	<p>I can combine movement concepts with skills as directed by the teacher. (S2.E3.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3) I can discuss the challenge that comes from learning a new physical activity. (S5.E2.3)</p>
<p>Performance Tasks: Outdoor Lifetime Recreational Activities Written Assessment</p>	<p>Notes:</p>

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 3 and 4	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): 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 respect self and others.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics
Topic 2: Summer Fun	Length: 1 Week
Standard(s): 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 respect self and others.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks

<p>Standard(s): 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 respect self and others.</p>	<p>Academic Vocabulary:</p>
<p>Lesson Frame: TBD Depending on Holiday</p>	<p>I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)</p>
<p>Performance Tasks: Teacher Observation and Feedback Participation</p>	<p>Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities</p>

Course Name:	Physical Education - 4th Grade		
Description:	Implementation of physical skills and fitness with a variety of physical activity settings	NASPE Standards: •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. •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 respect 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.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	8 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing/Cargo Net/Rope Climb - 1 Week Fitnessgram Testing - 4 Weeks	1, 2, 3, 4, and 5	The students will be able to explain the healthy benefits of physical activity. The students will be able to define the 5 Components of Fitness. The students will be able to create a jump roping routine. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will complete the Fitnessgram Test and reflect on their results.
Manipulative Skills and Sports	10 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Soccer Skills - 2 Weeks Basketball Skills - 2 Weeks Volleying - 2 Weeks	1, 2, and 4	The students will be able to use tossing, throwing and catching skills in game-like activities. The students will be able to striking skills, with short- or long-handled implements, in game-like activities. The students will be able to use soccer skills in game-like activities. The students will be able to use all basketball skills in combination to complete a task. The students will be able to volley a ball, back and forth with a partner, using a forearm or overhead pass.
Motor Skills and Concepts	7 Weeks Chasing, Fleeing and Dodging - 2 Weeks Tumbling/Basic Gymnastics - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, and 4	The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities The students will be able to create a gymnastics routine using rolls/tumbles, jumps and balances The students will be able to choreograph a Jump Band routine to match their own abilities

Teamwork and Social Interaction	5 Weeks Protocols and Acquaintance Activities - 1 Week Cooperative Play/Team Building - 2 Weeks Outdoor Lifetime/Recreational Activities - 2 Weeks	4 and 5	The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to learn new games that will be used with Physical Education. The students will be able to work in small groups to complete a variety of cooperative play challenges without teacher input. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities.
Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	3 and 4	The students will be able to develop their fitness levels through fun, physical focused activities.

Unit Name: FITNESS	Length: 8 Weeks
Standards: 1, 2, 3, 4, and 5	Outcomes: The students will be able to explain the healthy benefits of physical activity. The students will be able to define the 5 Components of Fitness. The students will be able to create a jump roping routine. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will complete the Fitnessgram Test and reflect on their results.
Essential Questions: How can we use the 5 Components of Fitness to help create a well-rounded workout? Why is fitness so important for overall good health? What components of fitness are met when jump roping? What components of fitness are met when climbing? Besides physically, how does climbing positively affect us? What areas of fitness do you need to improve upon and what can you do to make those improvements?	Learning Targets: 5 Components of Fitness Routine Development Positive Support of Peers Goal Development
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): 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 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Fitness Flexibility Muscular Endurance Muscular Strength Cardiovascular Endurance Body Composition Hydration Warm-Up Cool-Down
Lesson Frame: Overview of Fitness	I can analyze opportunities for participating in physical activity outside physical education class. (S3.E1.4) I can examine the health benefits of participating in physical activity. (S5.E1.4)
Lesson Frame: Health-Related Fitness Components	I can identify the components of health-related fitness. (S3.E3.4)
Lesson Frame: Nutrition	I can discuss the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)
Lesson Frame: Importance of Warm-up and Cool-Down	I can demonstrate warmup and cool-down relative to the cardiorespiratory fitness assessment. (S3.E4.4)
Performance Tasks: Fitness Concepts Assessment	Notes:
Topic 2: Jump Roping	Length: 1 Week

Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary:
Lesson Frame: Short-Rope Jumping	I can create a jump-rope routine with either a short or long rope. (S1.E27.4)
Lesson Frame: Long-Rope Jumping	I can create a jump-rope routine with either a short or long rope. (S1.E27.4)
Lesson Frame: Routine Development	I can create a jump-rope routine with either a short or long rope. (S1.E27.4)
Performance Tasks: Routine Development and Presentation	Notes:
Topic 3: Climbing/Cargo Net/Rope Climb	Length: 1 Week
Standard(s): 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 respect self and others.	Academic Vocabulary: Muscle Tension Personal Challenge Teamwork
Lesson Frame: Rules and Safety for Climbing Apparatus	I can exhibit responsible behavior in independent group situations. (S4.E1.4)
Lesson Frame: Climbing Apparatus Rotations	I can engage actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) I can praise the movement performance of others both more skills and less skilled. (S4.E4.4a)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: FITNESSGRAM Testing	Length: 4 Weeks (2 x 2 Seperate Weeks)
Standard(s): 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. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: FITNESSGRAM Pacing SMART Goals
Lesson Frame: Fitnessgram Testing	I can run for distance using a mature pattern. (S1.E2.4) I can apply the movement concepts of speed, endurance and pacing for running. (S2.E3.4a) I can complete fitness assessments (pre and post). (S3.E5.4a)

Lesson Frame: Goal Setting	I can identify areas of needed remediation from personal tests and, with teacher assistance, identify strategies for progress in those areas. (S3.E5.4b)
Performance Tasks: FITNESSGRAM Results Goal Setting Worksheet	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 10 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to use tossing, throwing and catching skills in game-like activities. The students will be able to striking skills, with short- or long-handled implements, in game-like activities. The students will be able to use soccer skills in game-like activities. The students will be able to use all basketball skills in combination to complete a task. The students will be able to volley a ball, back and forth with a partner, using a forearm or overhead pass.
Essential Questions: What are different ways we may toss, throw, or catch in sport activities? What are different ways we may use the skill of striking in sport activities? What can we do, when in a game-like activity, to be more successful at scoring a goal in soccer? What can we do, when in a game-like activity, to be more successful at scoring a basket in basketball? In which situations do you use a forearm pass instead of a overhead pass in volleyball, and vice versa?	Learning Targets: Throwing and Catching in Game-Like Activities Striking in Game-Like Activities Using the Correct Type of Kick in Game-Like Activities Advancing the Ball Down the Court By Dribbling in Game-Like Activities Volleying Consecutively with a Partner
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): 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. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Throwing for Distance Throwing for Accuracy
Lesson Frame: Review of Throwing and Catching Form	I can listen respectfully to corrective feedback from others. (S4.E3.4) I can throw overhand using a mature pattern. (S1.E14.4a)
Lesson Frame: Modifications for Throwing and Catching in Game-Like Activities	I can throw overhand to a partner or at a target with accuracy at a reasonable distance. (S2.E14.4b) I can catch a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern. (S1.E16.4)
Lesson Frame: Tossing, Throwing and Catching in Game-Like Activities	I can throw to a moving partner with reasonable accuracy. (S1.E15.4)
Performance Tasks: Throwing and Catching Authentic Assessment	Notes:
Topic 2: Striking	Length: 2 Weeks

<p>Standard(s): 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.</p>	<p>Academic Vocabulary: Alternating Grip Closing Space Force</p>
Lesson Frame: Striking with Short-Handled Implements	I can strike an object with a short-handled implement while demonstrating mature form. (S1.E24.4a) I can strike and object with a short-handled implement, alternating hits with a partner. (S1.E24.4b)
Lesson Frame: Striking with Long-Handled Implements	I can strike an object with a long-handled implement, while demonstrating mature form and correct grip for the implement. (S1.E25.4)
Lesson Frame: Striking Skills in Game-Like Activities	I can combine traveling with striking skills in a small-sided practice task. (S1.E6.4) I can apply the concept of closing spaces in small-sided practice tasks. (S2.E1.4b) I can apply the concepts of direction and force when striking an object with a short-handled implement towards a target. (S2.E3.4b)
<p>Performance Tasks: Striking Written Assessment</p>	Notes:
Topic 3: Soccer Skills	Length: 2 Weeks
<p>Standard(s): 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.</p>	<p>Academic Vocabulary: Giving with the Ball</p>
Lesson Frame: Kicking to Pass and Kicking to Score	I can pass and receive a ball with the insides of the feet to a moving partner. (S1.E19.4a) I can pass and receive a ball with my feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.4b) I can kick along the ground and in the air with mature form. (S1.E21.4)
Lesson Frame: Trapping and Dribbling	I can dribble with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4) I can dribble with feet in combination with other skills. (S1.E20.4)
Lesson Frame: Putting Skills Together in Game-Like Activities	I can combine movement concepts with skills in practice tasks. (S2.E2.4) I can recognize the types of kicks needed for different games and sports situations. (S2.E5.4c)
<p>Performance Tasks: Soccer Authentic Assessment</p>	Notes:
Topic 4: Basketball Skills	Length: 2 Weeks

Standard(s): 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. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Open Space
Lesson Frame: Dribbling and Passing	I can combine traveling with dribbling in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4 and S1.E26.4) I can dribble in self-space with both the preferred and the nonpreferred hands using a mature pattern. (S1.E17.4a) I can dribble in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b) I can dribble in general space with changes in direction and speed. (S2.E1.4c)
Lesson Frame: Shooting	I can listen respectfully to corrective feedback from others. (S4.E3.4)
Lesson Frame: Putting Skills Together	I can dribble in combination with other skills. (S1.E20.4) I can apply the concept of open spaces to combination skills involving traveling. (S2.E1.4a)
Performance Tasks: Basketball Skill Assessment	Notes:
Topic 5: Volleying	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Forearm Pass Setting/Overhead Pass Serving
Lesson Frame: Forearm Pass	I can volley underhand using a mature pattern. (S1.E22.4)
Lesson Frame: Setting	I can volley a ball with two-hand overhead pattern, sending it in an upward direction. (S1.E23.4)
Lesson Frame: Introduction to Serving	I can listen respectfully to corrective feedback from others. (S4.E3.4)
Performance Tasks: Volleying Skill Assessment	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 7 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a gymnastics routine using rolls/tumbles, jumps and balances. The students will be able to choreograph a Jump Band routine to match their own abilities.
Essential Questions: When, in sport, do we use the skills of chasing, fleeing and dodging? What are your own personal abilities and gymnastics and how can you develop them into a routine? What are your own personal abilities in Rhythms and Dance and how can you use them to choreograph a routine? How can we use dance to express ourselves?	Learning Targets: Chasing, Fleeing and Dodging in Activity Gymnastics Routines Jump Band Routines
Topic 1: Chasing, Fleeing and Dodging	
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Offensive Strategy Defensive Strategy
Lesson Frame: Review Chasing and Fleeing	I can apply simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a) I can apply simple defensive strategies and tactics in chasing and fleeing activities. (S2.E5.4b)
Lesson Frame: Chasing and Fleeing Games	I can apply simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a) I can apply simple defensive strategies and tactics in chasing and fleeing activities. (S2.E5.4b)
Lesson Frame: Dodging	I can work safely with peers and equipment in physical activity settings. (S4.E6.4)
Performance Tasks: Chasing, Fleeing and Dodging Written Assessment	Notes:
Topic 2: Tumbling/Basic Gymnastics	
Standard(s): 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.	Academic Vocabulary: Gymnastics Jumps Fluidity
Lesson Frame: Basic Gymnastics Rolls and Tumbles	I can use spring-and-step take-offs and landings specific to gymnastics. (S1.E3.4)

Lesson Frame: Inverts, Gymnastics Balances, and Jumps	I can balance on different bases of support, demonstrating levels and shapes. (S1.E7.4) I can transfer weight from feet to hands, varying speed and using large extensions. (S1.E8.4) I can move into and out of balances with curling, twisting, and stretching actions. (S1.E10.4)
Lesson Frame: Routine Development	I can combine traveling with balance and weight transfer to create a gymnastics sequence. (S1.E12.4) I can combine movement concepts in gymnastics. (S2.E2.4)
Performance Tasks: Gymnastics Routines	Notes:
Topic 3: Rhythms and Dance	Length: 2 Weeks
Standard(s): 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. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Self-Expression
Lesson Frame: Dancing/Moving to an 8 Count	I can use various locomotor skills in a variety of dance experiences. (S1.E1.4)
Lesson Frame: Jump Bands	I can combine movement concepts with skills in dance environments. (S2.E2.4)
Lesson Frame: Choreography	I can combine locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4) I can combine locomotor skills and movement concepts to create and perform a dance with a partner. (S1.E11.4)
Performance Tasks: Jump Band Routines	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 5 Weeks
Standards: 4 and 5	Outcomes: The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to learn new games that will be used with Physical Education. The students will be able to work in small groups to complete a variety of cooperative play challenges without teacher input. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities.
Essential Questions: What teamwork skills were needed to complete each Cooperation Challenge? Why are Outdoor Lifetime Recreational Activities so important?	Learning Targets: Good Teamwork/Cooperation During Cooperation Challenges Display of Etiquette During Outdoor Lifetime Recreational Activities
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Classroom Rules and Protocols	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)
Lesson Frame: Acquaintance Activities	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Cooperative Play/Team Building	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary: Cooperation Teamwork Sportsmanship Brainstorming Problem Solving
Lesson Frame: Large Group Team Building Activities	I can accept players of all skill levels into the physical activity. (S4.E4.4b)
Lesson Frame: Small Group Team Building Activities	I can exhibit responsible behavior in independent group situations. (S4.E1.4)
Lesson Frame: Reflection	I can reflect on personal social behavior in physical activity. (S4.E2.4) I can describe and compare the positive social interactions when engaged in partner, small group, and large group physical activities. (S5.E4.4)
Performance Tasks: Cooperation Challenge Cards Cooperation Challenge Team Assessment	Notes:

Topic 3: Outdoor Lifetime/Recreational Activities	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Cancellation Scoring
Lesson Frame: Bocce Ball	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) I can rate the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
Lesson Frame: Horseshoes	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) I can rate the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
Lesson Frame: Lawn Games	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) I can rate the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
Performance Tasks: Outdoor Lifetime Recreational Activities Written Assessment	Notes:

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 3 and 4	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): 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 respect self and others.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can engage actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) I can work safely with peers and equipment in physical activity settings. (S4.E6.4)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics
Topic 2: Summer Fun	Length: 1 Week
Standard(s): 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 respect 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.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can engage actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) I can work safely with peers and equipment in physical activity settings. (S4.E6.4) I can rank the enjoyment of participating in different physical activities. (S5.E3.4)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks

<p>Standard(s): 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 respect self and others.</p>	<p>Academic Vocabulary:</p>
<p>Lesson Frame: TBD Depending on Holiday</p>	<p>I can engage actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) I can work safely with peers and equipment in physical activity settings. (S4.E6.4)</p>
<p>Performance Tasks: Teacher Observation and Feedback Participation</p>	<p>Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities</p>

Course Name:	Physical Education - 5th Grade		
Description:	Exploring the use of physical skills and fitness to promote lifelong fitness	NASPE Standards: •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. •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 respect 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.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	10 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing/Cargo Net/Rope Climb - 2 Weeks Speed Stacking - 1 Week Fitnessgram Testing - 4 Weeks	1, 3, 4, and 5	The students will be able to define the differences between the skill-related and health-related components of fitness. The students will be able to develop a fitness plan to help reach a personal fitness goal. The students will be able to create a jump roping routine with a partner. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will be introduced to speed stacking. The students will complete the Fitnessgram Test and reflect on their results.
Manipulative Skills and Sports	14 Weeks Soccer - 2 Weeks Basketball - 2 Weeks Volleyball - 2 Weeks Floor Hockey - 2 Weeks Softball - 2 Weeks Other Striking Sports - 1 Week Flag Football - 2 Weeks Frisbee Activities - 1 Week	1, 2, and 4	The students will be able to use soccer skills, and offensive and defensive strategies, in game play. The students will be able to use basketball skills, and offensive and defensive strategies, in game play. The students will be able to volley a ball using an overhead pass. The students will be able to use striking skills, and offensive and defensive strategies, in game play. The students will be able to explore striking skills in new striking sports. The students will be able to use throwing and catching skills, and offensive and defensive strategies, in flag football game play. The students will be able to use their frisbee throwing and catching skills in two different frisbee activities.
Motor Skills and Concepts	4 Weeks Chasing, Fleeing and Dodging - 1 Week Gymnastics and Dance - 3 Weeks	1 and 2	The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a routine that uses gymnastics and dance skills together.
Teamwork and Social Interaction	6 Weeks Protocols and Acquaintance Activities - 1 Week Cooperative Play/Team Building - 2 Weeks Outdoor Lifetime/Recreational Activities - 1 Week Non-Traditional Games - 2 Weeks	1, 2, 4, and 5	The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to work in small groups to complete a variety of cooperative play challenges without teacher input. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities. The students will be introduced to 4 different Non-Traditional Games that require teamwork and cooperation.

Miscellaneous	3-4 Weeks Themed Activities - 1-2 Weeks Summer Fun - 1 Week Holiday Activities - 1 Week	2 and 3	The students will be able to develop their fitness levels through fun, physical focused activities.
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Unit Name: FITNESS	Length: 10 Weeks
Standards: 1, 3, 4, and 5	Outcomes: The students will be able to define the differences between the skill-related and health-related components of fitness. The students will be able to develop a fitness plan to help reach a personal fitness goal. The students will be able to create a jump roping routine with a partner. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will be introduced to speed stacking. The students will complete the Fitnessgram Test and reflect on their results.
Essential Questions: How do the skill-related and health-related components of fitness differ? What is your own personal health goal and what are some steps you can attempt to reach it? What components of fitness (skill- and/or health- related) are met when jump roping? What components of fitness (skill- and/or health-related) are met when climbing? What is the benefit of self challenge in sport? What are the fitness benefits of speed stacking? What areas of fitness do you need to improve upon and what can you do to make those improvements?	Learning Targets: Skill-Related Components of Fitness Jump Rope Routine Development Positive Support of Peers Goal Development
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Agility Balance Power Reaction Time Coordination Speed
Lesson Frame: Health-Related Fitness Components	I can differentiate between skill-related and health-related fitness. (S3.E3.5) I can identify the need for warm-up and cool-down relative to various physical activities. (S3.E4.5)
Lesson Frame: Skill-Related Fitness Components	I can differentiate between skill-related and health-related fitness. (S3.E3.5)
Lesson Frame: Nutrition	I can analyze the impact of food choices relative to physical activity, youth sports and personal health. (S3.E6.5)
Lesson Frame: Fitness Plan	I can chart and analyze physical activity outside physical education class for fitness benefits of activities. (S3.E1.5) I can design a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
Performance Tasks: Fitness Concepts Assessment Fitness Plan	Notes:

Topic 2: Jump Roping	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary:
Lesson Frame: Short and Long Rope Jumping	I can create a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)
Lesson Frame: Routine Development	I can create a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)
Performance Tasks: Routine Development and Presentation	Notes:
Topic 3: Climbing/Cargo Net/Rope Climb	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary: Muscle Tension Personal Challenge Teamwork
Lesson Frame: Rules and Safety for Climbing Apparatus	I can participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. (S4.E2.5a) I can apply safety principles with age-appropriate physical activities. (S4.E6.5)
Lesson Frame: Climbing Apparatus Rotations	I can analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
Lesson Frame: Create a Climbing Game	I can analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
Performance Tasks: Create and Teach a Climbing Game	Notes:
Topic 4: Speed Stacking	Length: 1 Week
Standard(s): Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: Stacking Basics	I can compare the health benefits of participating in selected physical activities. (S5.E1.5)
Lesson Frame: Stacking Activities	I can analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Topic 5: FITNESSGRAM Testing	Length: 4 Weeks (2 x 2 Seperate Weeks)
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: FITNESSGRAM Pacing SMART Goals
Lesson Frame: Fitnessgram Testing	I can use appropriate pacing for a variety of running distances. (S1.E2.5)
Lesson Frame: Goal Setting	I can analyze results of fitness assessments (pre and post), comparing results to fitness components for good health. (S3.E5.5a)
Performance Tasks: FITNESSGRAM Results Goal Setting Worksheet	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 14 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to use soccer skills, and offensive and defensive strategies, in game play. The students will be able to use basketball skills, and offensive and defensive strategies, in game play. The students will be able to volley a ball using a overhead pass. The students will be able to use striking skills, and offensive and defensive strategies, in game play. The students will be able to explore striking skills in new striking sports. The students will be able to use throwing and catching skills, and offensive and defensive strategies, in flag football game play. The students will be able to use their frisbee throwing and catching skills in two different frisbee activities.
Essential Questions: What are some offensive and defensive strategies we use in soccer? What are some offensive and defensive strategies we use in basketball? How do you know if you should pass using the forearms or overhead in volleyball? What are some offensive and defensive strategies we use in floor hockey? What are some offensive and defensive strategies we use in softball? When striking, how do we vary our force and direction in different sports? What are some offensive and defensive strategies we use in football?	Learning Targets: Soccer Game Play Basketball Game Play Volleying with a Partner Floor Hockey Game Play Softball Game Play Flag Football Game Play
Topic 1: Soccer	Length: 2 Weeks
Standard(s): 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.	Academic Vocabulary: Soccer Positions Closing Space Defense Offense
Lesson Frame: Skill Review	I can combine foot dribbling with other skills in 1 on 1 practice tasks. (S1.E18.5) I can pass with the feet using a mature pattern as both partners travel. (S1.E19.5a) I can receive a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b) I can demonstrate mature patterns in kicking and punting in small-sided practice tasks. (S1.E21.5)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)
Lesson Frame: Game Play	I can dribble with feet with mature pattern in a variety of game list activities. (S1.E20.5) I can combine manipulative skills and traveling for execution to a target. (S1.E26.5)
Performance Tasks: Soccer Written Assessment Soccer Authentic Assessment	Notes:
Topic 2: Basketball	Length: 2 Weeks

Standard(s): 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.	Academic Vocabulary: Basketball Positions Closing Space Defense Offense
Lesson Frame: Skill Review	I can combine traveling with manipulative skills to shoot in basketball. (S1.E1.5c and S1.E26.5) I can combine dribbling with other skills during 1-on-1 practice tasks. (S1.E17.5)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)
Lesson Frame: Game Play	I can dribble with mature pattern in a variety of small-sided games. (S1.E20.5) I can recognize the type of throw needed for different games and sports situations. (S2.E5.5c)
Performance Tasks: Basketball Written Assessment Basketball Authentic Assessment	Notes:
Topic 3: Volleyball	Length: 2 Weeks
Standard(s): 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. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Underhand Serve Overhand Serve Double Hit
Lesson Frame: Forearm Pass	I can recognize the type of volley needed for different games and sports situations. (S2.E5.5c)
Lesson Frame: Overhead Pass	I can volley a ball using a two-handed overhead pattern, sending it upward to a target. (S1.E23.5)
Lesson Frame: Serving	I can give corrective feedback respectfully to peers. (S4.E3.5)
Performance Tasks: Volleyball Written Assessment Volleyball Skill Assessment	Notes:
Topic 4: Floor Hockey	Length: 2 Weeks
Standard(s): 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.	Academic Vocabulary: Closing Space Defense Offense

Lesson Frame: Skill Review	I can combine traveling with manipulative skills for execution to a target. (S1.E1.5c) I can combine striking with a long-handled implement with receiving and traveling skills in a small-sided game. (S1.E25.5b) I can apply the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in small-sided practice tasks. (S2.E5.5b)
Lesson Frame: Game Play	I can recognize the type of strike action needed for different games and sport situations. (S2.E5.5c)
Performance Tasks: Floor Hockey Authentic Assessment	Notes:
Topic 5: Softball	Length: 2 Weeks
Standard(s): 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.	Academic Vocabulary: Softball Positions
Lesson Frame: Skill Review	I can catch a batted ball above the head, at chest or waist level, and along the ground using correct form. (S1.E16.5a) I can strike a pitched ball using a bat using correct form. (S1.E25.5a)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in small-sided practice tasks. (S2.E5.5b)
Lesson Frame: Game Play	I can catch a batted ball above the head, at chest or waist level, and along the ground using correct form. (S1.E16.5a) I can strike a pitched ball using a bat using correct form. (S1.E25.5a)
Performance Tasks: Softball Written Assessment Softball Authentic Assessment	Notes:
Topic 6: Other Striking Sports	Length: 1 Week
Standard(s): 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.	Academic Vocabulary: Forehand Backhand Drive Putt
Lesson Frame: Tennis/Pickleball/Badminton	I can strike an object consecutively with a partner, using a short-handled implement. (S1.E24.5)

Lesson Frame: Golf	I can recognize the type of strike action needed for different games and sport situations. (S2.E5.5c)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 7: Flag Football	Length: 2 Weeks
Standard(s): 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.	Academic Vocabulary: Football Positions First Down Downs Turnover
Lesson Frame: Skill Review	I can throw overhand using a mature pattern with different sizes and types of objects. (S1.E13.5a) I can throw overhand to a large target with accuracy. (S1.E13.5a)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in invasion practice tasks. (S2.E5.5a)
Lesson Frame: Game Play	I can throw with accuracy when both partners are moving. (S1.E15.5a)
Performance Tasks: Football Written Assessment Flag Football Authentic Assessment	Notes:
Topic 5: Frisbee Activities	Length: 1 Week
Standard(s): 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.	Academic Vocabulary:
Lesson Frame: Frisbee Golf	I can express the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
Lesson Frame: Ultimate Frisbee	I can throw a frisbee accurately when my partner and I are moving. (S1.E15.5b) I can catch a frisbee with accuracy when my partner and I are moving. (S1.E16) I can catch a frisbee with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 4 Weeks
Standards: 1 and 2	Outcomes: The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a routine that uses gymnastics and dance skills together.
Essential Questions: When, in sport, do we use the skills of chasing, fleeing and dodging? How can you combine gymnastics and dance skills to make a routine? How can we make routines fluid?	Learning Targets: Chasing, Fleeing and Dodging in Activity Gymnastics and Dance Routine
Topic 1: Chasing, Fleeing and Dodging	Length: 1 Week
Standard(s): 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.	Academic Vocabulary: Offensive Strategy Defensive Strategy
Lesson Frame: Review Chasing, Fleeing and Dodging	I can combine locomotor and manipulative skills in a variety of small-sided practice tasks/game environments. (S1.E1.5b) I can apply movement concepts to strategy in game situations. (S2.E3.5a)
Lesson Frame: Chasing, Fleeing and Dodging Games	I can combine locomotor and manipulative skills in a variety of small-sided practice tasks/game environments. (S1.E1.5b) I can apply movement concepts to strategy in game situations. (S2.E3.5a)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Gymnastics and Dance	Length: 3 Weeks
Standard(s): 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.	Academic Vocabulary: Fluidity

Lesson Frame: Dance Choreography	<p>I can demonstrate mature patterns of locomotor skills in gymnastics and dance. (S1.E1.5a)</p> <p>I can combine jumping and landing patterns with locomotor and manipulative skills in dance and gymnastics. (S1.E3.5)</p> <p>I can combine locomotor skills in cultural as well as creative dances with correct rhythm and pattern. (S1.E5.5)</p> <p>I can combine movement concepts with skills in small-sided practice tasks in gymnastics and dance with self-expression. (S2.E2.5)</p>
Lesson Frame: All Basic Gymnastics Skills, Inverts, Balances and Jumps	<p>I can transfer weight in gymnastics and dance environments. (S1.E8.5)</p> <p>I can perform curling, twisting, and stretching actions with correct application in dance and gymnastics. (S1.E10.5)</p> <p>I can combine actions, balances, and weight transfers to create a gymnastics sequence with a partner. (S1.E12.5)</p>
Lesson Frame: Routine Development	<p>I can combine balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)</p> <p>I can combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics and dance. (S2.E1.5)</p>
Performance Tasks: Dance Choreography Gymnastics and Dance Routines and Performances	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 6 Weeks
Standards: 1, 2, 4, and 5	Outcomes: The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to work in small groups to complete a variety of cooperative play challenges without teacher input. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities. The students will be introduced to 4 different Non-Traditional Games that require teamwork and cooperation.
Essential Questions: What are characteristics of a good teammate? Why are Outdoor Lifetime Recreational Activities so important? Why is it important to learn new and different games within PE?	Learning Targets: Good Teamwork/Cooperation During Cooperation Challenges Display of Etiquette During Outdoor Lifetime Recreational Activities Openness to Learning New Games
Topic 1: Protocols and Acquaintance Activities	
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Length: 1 Week
Academic Vocabulary:	
Lesson Frame: Classroom Rules and Protocols	I can exhibit respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
Lesson Frame: Acquaintance Activities	I can exhibit respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Cooperative Play/Team Building	
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Length: 2 Weeks
Academic Vocabulary:	Cooperation Teamwork Sportsmanship Brainstorming Problem Solving Acceptance Challenge
Lesson Frame: Large Group Team Building Activities	I can engage in physical activity with responsible interpersonal behavior. (S4.E1.5) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)

Lesson Frame: Small Group Team Building Activities	I can engage in physical activity with responsible interpersonal behavior. (S4.E1.5) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
Lesson Frame: Reflection	I can describe the social benefits gained from participating in physical activity. (S5.E4.5)
Performance Tasks: Create a Perfect Teammate	Notes:
Topic 3: Outdoor Lifetime/Recreational Activities	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Cancellation Scoring
Lesson Frame: Bocce Ball	I can throw underhand using a mature pattern in non dynamic environments with different sizes and types of objects. (S1.E13.5a) I can throw underhand to a large target with accuracy. (S1.E13.5b) I can critique the etiquette involved in rules of various game activities. (S4.E5.5)
Lesson Frame: Horseshoes	I can throw underhand using a mature pattern in non dynamic environments with different sizes and types of objects. (S1.E13.5a) I can throw underhand to a large target with accuracy. (S1.E13.5b) I can critique the etiquette involved in rules of various game activities. (S4.E5.5)
Lesson Frame: Lawn Games	I can throw underhand using a mature pattern in non dynamic environments with different sizes and types of objects. (S1.E13.5a) I can throw underhand to a large target with accuracy. (S1.E13.5b) I can critique the etiquette involved in rules of various game activities. (S4.E5.5)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Non-Traditional Games	Length: 2 Weeks
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Cell

Lesson Frame: Kickball Variations	I can analyze movement situations and apply movement concepts in game environments. (S2.E3.5c) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
Lesson Frame: Kinball	I can analyze movement situations and apply movement concepts in game environments. (S2.E3.5c) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
Lesson Frame: Tsegball	I can analyze movement situations and apply movement concepts in game environments. (S2.E3.5c) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
Performance Tasks: Non-Traditional Games Written Assessment	Notes:

Unit Name: MISCELLANEOUS	Length: 3-4 Weeks
Standards: 2 and 3	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can engage actively in all of the activities of physical education. (S3.E2.5) I can analyze movement situations and apply movement concepts in small-sided tasks. (S2.E3.5c)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can engage actively in all of the activities of physical education. (S3.E2.5) I can analyze movement situations and apply movement concepts in small-sided tasks. (S2.E3.5c)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 1 Week

<p>Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Academic Vocabulary:</p>
<p>Lesson Frame: Christmas/Winter Activities</p>	<p>I can engage actively in all of the activities of physical education. (S3.E2.5) I can analyze movement situations and apply movement concepts in small-sided tasks. (S2.E3.5c)</p>
<p>Performance Tasks: Teacher Observation and Feedback Participation</p>	<p>Notes:</p>

Course Name:	Physical Education - 6th Grade		
Description:	Exploring the use of physical skills and fitness to promote lifelong fitness	NASPE Standards: •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. •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 respect 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.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	10 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing/Cargo Net/Rope Climb - 2 Weeks Speed Stacking - 1 Week Fitnessgram Testing - 4 Weeks	1, 2, 3, 4, and 5	The students will be able to define the differences between the skill-related and health-related components of fitness. The students will be able to develop a fitness plan to help reach a personal fitness goal. The students will be able to create a jump roping routine with a partner. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will be introduced to speed stacking. The students will complete the Fitnessgram Test and reflect on their results.
Manipulative Skills and Sports	14 Weeks Soccer - 2 Weeks Basketball - 2 Weeks Volleyball - 2 Weeks Floor Hockey - 2 Weeks Softball - 2 Weeks Other Striking Sports - 1 Week Flag Football - 2 Weeks Frisbee Activities - 1 Week	1, 2, and 4	The students will be able to use soccer skills, and offensive and defensive strategies, in game play. The students will be able to use basketball skills, and offensive and defensive strategies, in game play. The students will be able to underhand serve a ball. The students will be able to use striking skills, and offensive and defensive strategies, in game play. The students will be able to explore striking skills in new striking sports. The students will be able to use throwing and catching skills, and offensive and defensive strategies, in flag football game play. The students will be able to use their frisbee throwing and catching skills in two different frisbee activities.
Motor Skills and Concepts	4 Weeks Chasing, Fleeing and Dodging - 1 Week Gymnastics and Dance - 3 Weeks	2, 3, 4, and 5	The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a routine, with 1 or 2 partners, that uses gymnastics and dance skills together.

Teamwork and Social Interaction	6 Weeks Protocols and Acquaintance Activities - 1 Week Cooperative Play/Team Building - 2 Weeks Outdoor Lifetime/Recreational Activities - 1 Week Non-Traditional Games - 2 Weeks	1, 3, 4, and 5	The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to work in small groups to create, and teach their classmates, a new physical activity/game. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities. The students will be introduced to 4 different Non-Traditional Games that require teamwork and cooperation.
Miscellaneous	3-4 Weeks Themed Activities - 1-2 Weeks Summer Fun - 1 Week Holiday Activities - 1 Weeks	4 and 5	The students will be able to develop their fitness levels through fun, physical focused activities.

Unit Name: FITNESS	Length: 10 Weeks
Standards: 1, 2, 3, 4, and 5	Outcomes: The students will be able to define the differences between the skill-related and health-related components of fitness. The students will be able to develop a fitness plan to help reach a personal fitness goal. The students will be able to create a jump roping routine with a partner. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will be introduced to speed stacking. The students will complete the Fitnessgram Test and reflect on their results.
Essential Questions: How do the skill-related and health-related components of fitness differ? What is your own personal health goal and what are some steps you can attempt to reach it? What components of fitness (skill- and/or health- related) are met when jump roping? What components of fitness (skill- and/or health-related) are met when climbing? What is the benefit of self challenge in sport? What are the fitness benefits of speed stacking? What areas of fitness do you need to improve upon and what can you do to make those improvements?	Learning Targets: Fitness Program Jump Rope Routine Development Positive Support of Peers Goal Development
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Health-Related Components of Fitness Skill-Related Components of Fitness Aerobic Anaerobic FITT Principle Resting Heart Rate Target Heart Rate
Lesson Frame: Health-Related vs. Skill-Related Components of Fitness	I can identify the components of skill-related fitness. (S3.M7.6) I can maintain a physical activity log for at least 2 weeks, and reflect on activity levels as documented in the log. (S3.M16.6)
Lesson Frame: Aerobic vs. Anaerobic Capacity	I can use the correct techniques and methods of stretching. (S3.M9.6) I can differentiate between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6)
Lesson Frame: FITT Principle	I can participate in self-selected physical activity outside of physical education class. (S3.M2.6) I can identify each of the components of the FITT Principle for different types physical activity. (S3.M11.6)

Lesson Frame: Heart Rate Exploration	I can define resting heart rate and describe its relationships to aerobic fitness and the perceived exertion scale. (S3.M13.6)
Lesson Frame: Nutrition	I can identify foods within each of the basic food groups and select appropriate servings and portions for his or her age and physical activity levels. (S3.M17.6)
Performance Tasks: Fitness Concepts Assessment Fitness Plan	Notes:
Topic 2: Jump Roping	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary:
Lesson Frame: Short and Long Jumping	I can participate in a variety of aerobic fitness activities. (S3.M3.6) I can identify major muscles used in selected physical activities. (S3.M14.6)
Lesson Frame: Routine Development	I can demonstrate correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)
Performance Tasks: Routine Development and Presentation	Notes:
Topic 3: Climbing/Cargo Net/Rope Climb	Length: 2 Weeks
Standard(s): 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. 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 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Muscle Tension Personal Challenge Teamwork
Lesson Frame: Rules and Safety for Climbing Apparatus	I can demonstrate correct technique for basics skills in 1 outdoor activity. (S1.M22.6)
Lesson Frame: Climbing Apparatus Rotations	I can make appropriate decisions based on weather, level of difficulty due to conditions or ability to ensure the safety of self and others. (S2.M13.6) I can recognize individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks. (S5.M3.6)
Lesson Frame: Create a Climbing Game	I can identify major muscles used in selected physical activities. (S3.M14.6)
Performance Tasks: Create and Teach a Climbing Game	Notes:

Topic 4: Speed Stacking	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary:
Lesson Frame: Stacking Basics	I can recognize individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks. (S5.M3.6)
Lesson Frame: Stacking Activities	I can cooperate with a small group of classmates during team building activities. (S4.M5.6)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 5: FITNESSGRAM Testing	Length: 4 Weeks (2 x 2 Seperate Weeks)
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: FITNESSGRAM Pacing SMART Goals
Lesson Frame: Fitnessgram Testing	I can describe the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)
Lesson Frame: Goal Setting	I can participate in moderate to vigorous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6) I can set and monitor a self-selected physical activity goal based on current fitness levels. (S3.M8.6) I can design and implement a fitness program for an area of weakness based on the results of health-related assessment. (S3.M15.6)
Performance Tasks: FITNESSGRAM Results Goal Setting Worksheet	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 14 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to use soccer skills, and offensive and defensive strategies, in game play. The students will be able to use basketball skills, and offensive and defensive strategies, in game play. The students will be able to underhand serve a ball. The students will be able to use striking skills, and offensive and defensive strategies, in game play. The students will be able to explore striking skills in new striking sports. The students will be able to use throwing and catching skills, and offensive and defensive strategies, in flag football game play. The students will be able to use their frisbee throwing and catching skills in two different frisbee activities.
Essential Questions: What are some offensive and defensive strategies we use in soccer? What are some offensive and defensive strategies we use in basketball? How do you know if you should pass using the forearms or overhead in volleyball? What are some offensive and defensive strategies we use in floor hockey? What are some offensive and defensive strategies we use in softball? When striking, how do we vary our force and direction in different sports? What are some offensive and defensive strategies we use in football?	Learning Targets: Soccer Game Play Basketball Game Play Underhand Serve Floor Hockey Game Play Softball Game Play Flag Football Game Play
Topic 1: Soccer	Length: 2 Weeks
Standard(s): 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.	Academic Vocabulary: Soccer Positions Closing/Reducing Space Open Space Defense Offense Transition
Lesson Frame: Skill Review	I can foot dribble with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)
Lesson Frame: Offensive and Defensive Strategies	I can maintain defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6) I can create open space by using locomotor movements in combination with movement. (S1.M1.6) I can reduce open space on defense by making the body larger and reducing passing angles. (S2.M4.6)
Lesson Frame: Game Play	I can shoot on goal with power in a dynamic environment. (S1.M10.6) I can transition from offense to defense or defense to offense by recovering quickly. (S2.M6.6)
Performance Tasks: Soccer Written Assessment Soccer Authentic Assessment	Notes:

Topic 2: Basketball	Length: 2 Weeks
Standard(s): 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.	Academic Vocabulary: Basketball Positions Closing/Reducing Space Open Space Defense Offense Transition Pivot Give and Go Fake
Lesson Frame: Skill Review	I can pass and receive with hands in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games. (S1.M4.6) I can perform a pivot, give and go and fake without defensive pressure. (S1.M7.6) I can dribble with my dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)
Lesson Frame: Offensive and Defensive Strategies	I can execute at least 1 of the following offensive tactics to create open space: moving to open space without the ball, using a variety of passes, pivots and fakes, give and go. (S2.M2.6) I can reduce open space by not allowing the catch or by allowing the catch but not the return pass. (S2.M5.6)
Lesson Frame: Game Play	I can shoot on goal with power in a dynamic environment. (S1.M10.6) I can transition from offense to defense or defense to offense by recovering quickly. (S2.M6.6)
Performance Tasks: Basketball Written Assessment Basketball Authentic Assessment	Notes:
Topic 3: Volleyball	Length: 2 Weeks
Standard(s): 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.	Academic Vocabulary: Underhand Serve Overhand Serve Double Hit Home Position
Lesson Frame: Forearm Pass	I can two-hand-volley with control in a variety of practice tasks. (S1.M17.6) I can reduce offensive options for opponents by returning to home position. (S2.M8.6)
Lesson Frame: Overhead Pass	I can strike with a mature overhand pattern in a non dynamic environment for volleyball. (S1.M13.6)

Lesson Frame: Serving	I can perform a legal underhand serve with control for volleyball. (S1.M12.6) I can transfer weight for the correct timing for the striking pattern. (S1.M15.6)
Performance Tasks: Volleyball Written Assessment Volleyball Skill Assessment	Notes:
Topic 4: Floor Hockey	Length: 2 Weeks
Standard(s): 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.	Academic Vocabulary: Closing/Reducing Space Open Space Defense Offense Transition
Lesson Frame: Skill Review	I can dribble with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6) I can strike, with an implement, a stationary object for accuracy and distance. (S1.M19.6)
Lesson Frame: Offensive and Defensive Strategies	I can create open space by using locomotor movements in combination with movement. (S1.M1.6) I can reduce open space on defense by making the body larger and reducing passing angles. (S2.M4.6)
Lesson Frame: Game Play	I can shoot on goal with power in a dynamic environment. (S1.M10.6) I can transition from offense to defense or defense to offense by recovering quickly. (S2.M6.6)
Performance Tasks: Floor Hockey Authentic Assessment	Notes:
Topic 5: Softball	Length: 2 Weeks
Standard(s): 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.	Academic Vocabulary: Softball Positions Open Spaces Defensive Plays
Lesson Frame: Skill Review	I can throw with a mature pattern for distance of power appropriate to the practice task. (S1.M2.6) I can catch with mature pattern form a variety of trajectories using different objects in varying practice tasks. (S1.M21.6) I can strike a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)

Lesson Frame: Offensive and Defensive Strategies	I can identify open spaces and attempt to strike objects into that space. (S2.M10.6) I can identify the correct defensive play based on the situation. (S2.M11.6)
Lesson Frame: Game Play	I can identify open spaces and attempt to strike objects into that space. (S2.M10.6) I can identify the correct defensive play based on the situation. (S2.M11.6)
Performance Tasks: Softball Written Assessment Softball Authentic Assessment	Notes:
Topic 6: Other Striking Sports	Length: 1 Week
Standard(s): 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.	Academic Vocabulary: Forehand Backhand Drive Putt
Lesson Frame: Tennis/Pickleball/Badminton	I can demonstrate the mature form of the forehand and backhand strokes with a short-handled implement. (S1.M14.6) I can forehand-volley with a mature form and control using a short-handled implement. (S1.M16.6) I can create open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)
Lesson Frame: Golf	I can strike, with an implement, a stationary object for accuracy and distance. (S1.M19.6) I can select appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 7: Flag Football	Length: 2 Weeks
Standard(s): 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.	Academic Vocabulary: Football Positions First Down Downs Turnover Pivots Fakes Jab Steps Open Space Transition

Lesson Frame: Skill Review	I can catch with mature pattern form a variety of trajectories using different objects in varying practice tasks. (S1.M3.6) I can throw, while stationary, a leading pass to a moving receiver. (S1.M5.6) I can perform pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)
Lesson Frame: Offensive and Defensive Strategies	I can create open space by using the width and length of the field/court on offense. (S2.M3.6)
Lesson Frame: Game Play	I can create open space by using the width and length of the field/court on offense. (S2.M3.6) I can transition from offense to defense or defense to offense by recovering quickly. (S2.M6.6)
Performance Tasks: Football Written Assessment Flag Football Authentic Assessment	Notes:
Topic 5: Frisbee Activities	Length: 1 Week
Standard(s): 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. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Frisbee Golf	I can throw with a mature pattern for distance or power appropriate to the practice task. (S1.M2.6) I can demonstrate self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)
Lesson Frame: Ultimate Frisbee	I can catch with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6) I can pass and receive with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games. (S1.M4.6) I can transition from offense to defense or defense to offense by recovering quickly. (S2.M6.6)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 4 Weeks
Standards: 2, 3, 4, and 5	Outcomes: The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a routine, with 1 or 2 partners, that uses gymnastics and dance skills together.
Essential Questions: When, in sport, do we use the skills of chasing, fleeing and dodging? How can you combine gymnastics and dance skills to make a routine? What are some different forms of dance?	Learning Targets: Chasing, Fleeing and Dodging in Activity Gymnastics and Dance Routine
Topic 1: Chasing, Fleeing and Dodging	Length: 1 Week
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Offensive Strategy Defensive Strategy
Lesson Frame: Review Chasing, Fleeing and Dodging	I can create open space by using locomotor movements in combination with movement. (S2.M1.6) I can use physical activity equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)
Lesson Frame: Chasing, Fleeing and Dodging Games	I can accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Gymnastics and Dance	Length: 3 Weeks
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. 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 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Folk Dance International Dance Self-Expression
Lesson Frame: Dance	I can demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6) I can identify how self-expression and physical activity are related. (S5.M5.6)
Lesson Frame: All Basic Gymnastics Skills, Inverts, Balances and Jumps	I can vary application of force during dance or gymnastics activities. (S2.M12.6)
Lesson Frame: Routine Development	I can participate in a variety of aerobic fitness activities. (S3.M3.6) I can participate in a variety of lifetime recreational activities. (S3.M5.6)

Performance Tasks: Dance Choreography Gymnastics and Dance Routines and Performances	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 6 Weeks
Standards: 1, 3, 4, and 5	Outcomes: The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to work in small groups to create, and teach their classmates, a new physical activity/game. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities. The students will be introduced to 4 different Non-Traditional Games that require teamwork and cooperation.
Essential Questions: What positive traits do you bring to a team/small group? Why are Outdoor Lifetime Recreational Activities so important? Why is it important to learn new and different games within PE?	Learning Targets: Good Teamwork/Cooperation During Cooperation Challenges Display of Etiquette During Outdoor Lifetime Recreational Activities Openness to Learning New Games
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary:
Lesson Frame: Classroom Rules and Protocols	I can describe how being physically active leads to a healthy body. (S5.M1.6) I can exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)
Lesson Frame: Acquaintance Activities	I can exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Cooperative Play/Team Building	Length: 2 Weeks

<p>Standard(s): 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 respect 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.</p>	<p>Academic Vocabulary: Cooperation Teamwork Sportsmanship Brainstorming Problem Solving Acceptance Challenge</p>
<p>Lesson Frame: Large Group Team Building Activities</p>	<p>I can demonstrate respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity. (S5.M6.6) I can identify and use appropriate strategies to self-reinforce positive fitness behaviors. (S4.M2.6)</p>
<p>Lesson Frame: Group Development of Create a Game</p>	<p>I can cooperate with a small group of classmates during team building activities. (S4.M5.6)</p>
<p>Lesson Frame: Teaching/Playing Create a Game</p>	<p>I can demonstrate respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity. (S5.M6.6) I can identify positive and negative results of stress and appropriate ways to dealing with each. (S3.M18.6)</p>
<p>Performance Tasks: Create a Game</p>	<p>Notes:</p>
<p>Topic 3: Outdoor Lifetime/Recreational Activities</p>	<p>Length: 1 Week</p>
<p>Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. 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 respect self and others.</p>	<p>Academic Vocabulary: Cancellation Scoring</p>
<p>Lesson Frame: Bocce Ball</p>	<p>I can demonstrate a mature throwing pattern for a modified target game. (S1.M18.6) I can participate in a variety of lifetime recreational outdoor pursuits. (S3.M5.6) I can identify the rules and etiquette for physical activities (S4.M6.6)</p>
<p>Lesson Frame: Horseshoes</p>	<p>I can demonstrate a mature throwing pattern for a modified target game. (S1.M18.6) I can participate in a variety of lifetime recreational outdoor pursuits. (S3.M5.6) I can identify the rules and etiquette for physical activities (S4.M6.6)</p>

Lesson Frame: Lawn Games	I can demonstrate a mature throwing pattern for a modified target game. (S1.M18.6) I can participate in a variety of lifetime recreational outdoor pursuits. (S3.M5.6) I can identify the rules and etiquette for physical activities (S4.M6.6)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Non-Traditional Games	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary: Cell
Lesson Frame: Kickball Variations	I can exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. (S4.M1.6) I can demonstrate respect for self and others in activities and games by following rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)
Lesson Frame: Kinball	I can exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. (S4.M1.6) I can demonstrate respect for self and others in activities and games by following rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)
Lesson Frame: Tsegball	I can exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. (S4.M1.6) I can demonstrate respect for self and others in activities and games by following rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)
Performance Tasks: Non-Traditional Games Written Assessment	Notes:

Unit Name: MISCELLANEOUS	Length: 3-4 Weeks
Standards: 4 and 5	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can use physical activity equipment appropriately and safely, with the teacher's guidance. (S4.M7.6) I can identify components of physical activity that provide opportunities for reducing stress and social interaction. (S5.M2.6) I can describe how moving competently in a physical activity setting creates enjoyment. (S5.M4.6) I can demonstrate respect for self and others in activities and games by following rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary:

Lesson Frame: Favorite Activities	<p>I can use physical activity equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)</p> <p>I can identify components of physical activity that provide opportunities for reducing stress and social interaction. (S5.M2.6)</p> <p>I can describe how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)</p> <p>I can demonstrate respect for self and others in activities and games by following rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)</p>
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect 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.	Academic Vocabulary:
Lesson Frame: Christmas/Winter Activities	<p>I can use physical activity equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)</p> <p>I can identify components of physical activity that provide opportunities for reducing stress and social interaction. (S5.M2.6)</p> <p>I can describe how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)</p> <p>I can demonstrate respect for self and others in activities and games by following rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)</p>
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Course Name:	7th Grade PE		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Students will be able to demonstrate proper techniques and forms, as well as build on teamwork and strategic game play throughout the school year.		
Academic Standards:	NASPE Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Team Sports: basketball, volleyball, flag football, soccer	12 weeks	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to work on skill progression, build social interactions within a team setting, and develop cognitive as well as psychomotor skills during game-like situations.
Individual Sports: badminton, bowling, disc golf	7 Weeks	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Kickball: mat ball, super kickball, ultimate kickball, kickball, long ball	10 Days	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Dodging, Chasing, Fleeing: dodgeball, ultimate dodgeball, doctor/doctor, empire mania, Berlin dodgeball, wolf ball, warzone, roadkill, field dodgeball, net ball	10 days	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Invasion Games: yoshi, pirate ball, capture the flag, steal the ball, wazone	10 days	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Fitness Testing	15 days	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to monitor fitness progression throughout the year.

Unit: Team Sports	Length: 12 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: VOLLEYBALL-What is the most common error when it comes to bumping the volleyball? Why is the toss the most important part of the overhand serve? Why is it important to stay low with hands on top of one another rather than interlocked when playing offense and defense? What is the point of a free ball? What purpose does the 10-foot line serve? BASKETBALL-What are the five basic tips when dribbling a basketball? What does BEEF stand for in the shooting method? SOCCER-What's the difference between a direct and indirect kick? What does offsides mean in soccer? What are the different traps used in soccer? What dribbling tips are beneficial for game play situations? FLAG FOOTBALL- Why are passing routes so important? What are the different positions in football and what does each position's job? What does offsides/pass interference mean in football? BASEBALL/SOFTBALL-What does tagging up mean? Where is there always a force out, why? What is the difference between a strike and a ball?	Learning Targets: Students will increase hand-eye coordination when throwing and catching any type of ball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, passing, dribbling, shooting, and serving depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: Volleyball	Length: 2-3 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: bump, set, spike, serve, 10-foot line, kill, tip, drive, block, ace, line violations, net violations, lift, carry
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down volleyball nets. I will: follow directions and pay attention to how to properly set-up/take down volleyball nets.

Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper technique for bumping, setting, spiking, blocking, serve-receive formation, serving.</p> <p>I will: demonstrate proper formation when it comes to serving, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.</p>
Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: Blob, Raising the Titanic, One Team Volleyball, Plus One Volleyball, Race to Be the Best, and King/Queen of the Court.</p> <p>I will: demonstrate proper passing form, serving form, spiking form, and blocking form. I will also demonstrate proper understanding of the lead up games.</p>
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 2: Basketball	Length: 2-3 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: chest pass, bounce pass, over the head pass, dribble, lay-up, jump shot, free throw, travel, double dribble, foul, lane violation, 3-second violation, turnover, carry, technical
Lesson Frame: Introductory Skills	<p>We will: demonstrate what skills we currently possess and skills we need to progress.</p> <p>I will: demonstrate proper form when it comes to dribbling, passing, and shooting as well as proper defensive formation.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of turnovers and fouls, and proper technique for lay-ups, and free throws.</p> <p>I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.</p>

Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: dribbling relays, dribble knock-out, hot-spot-shoot-out, lay-up relays, monkey in the middle, tip 21, sideline basketball, 7-up, lightning, and 5v5v5.</p> <p>I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Skills rubrics, BEEF method shooting checklist, authentic assessment, game play assessments, and student demonstrations.</p>	Notes:
Topic 3: Soccer	Length: 2-3 weeks
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: dribble, foot trap, chest trap, heading, offsides, sliding, red card, yellow card, penalty kick, kick-off, goalie kick, corner kick, throw-in, drop ball, direct/indirect kicks</p>
Lesson Frame: Introductory Skills	<p>We will: demonstrate what skills we currently possess and skills we need to progress.</p> <p>I will: demonstrate proper form when it comes to dribbling, passing, and shooting.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper technique for trapping, heading, throw-ins, corner kicks, direct/indirect kicks, as well as demonstrate proper understanding of offsides.</p> <p>I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: dribble relays, dribble knock-out, 4-team soccer, fooseball soccer, 4-corners, sideline soccer, and head or catch.</p> <p>I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>

Performance Tasks: Skills rubrics, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 4: Flag Football	Length: 2-3 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: positions, routes, tackle, touchdown, field goal, 2-point conversion, offsides, line of scrimmage, goal line, pass interference
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when catching the ball, as well as proper throwing formation (spiral), and ball placement. I will: demonstrate proper form when it comes to throwing a football, catching a football, kicking a football, and snapping a football.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field boundaries, positions, offsides, line of scrimmage, pass interference, as well as demonstrating effective teamwork and communication. I will: demonstrate proper formation when it comes to throwing, catching, and kicking a football, offense/defense play as well as demonstrate understanding of penalties during game play.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: football bingo, football 21, ultimate football, and create your own playbook. I will: demonstrate proper hand eye coordination when it comes to throwing and catching, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, playbook routes, spiral checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 5: Baseball/Softball	Length: 2-3 weeks

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: positions, ball, strike, walk, running bases, pop fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out</p>
<p>Lesson Frame: Introductory Skills</p>	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, swinging a bat, running the bases, and proper understanding of offense/defense.</p> <p>I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field dimensions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground balls, catching pop flies, hand-eye coordination when swinging the batt, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Lesson Frame: Lead-Up Games</p>	<p>We will: demonstrate proper understanding of the following games: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball.</p> <p>I will: demonstrate proper catching and throwing technique, hitting form, fielding ground balls, catching pop flies, calling the ball, and proper base running technique as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, and student demonstrations.</p>	<p>Notes:</p>

Unit Name: Individual Sports	Length: 7 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: BADMINTON-Name the three different types of shots and when you would use them against your opponent? Explain how you serve the birdie in a singles game compared to a doubles game.BOWLING-How do you keep score in bowling? What's the purpose of the arrows on the lane? DISC GOLF-What are the different types of throws and when would you use them? How do you keep score in disc golf? What is the proper etiquette when it comes to throwing in a group?	Learning Targets: Students will increase hand-eye coordination. Students will be able to demonstrate teamwork and effective communication. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique specific to each individualized sport. Students will demonstrate proper understanding of strategic play when it comes to specific placement of disc, bowling ball, or birdie.
Topic 1: Badminton	Length: 2-3 Weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: drive, drop shot, lob, clear, backhand, forehand, birdie, ace, line violations, net violations, out of boundaries, hits per side
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down badminton nets. I will: follow directions and pay attention to how to properly set-up/take down badminton nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for forehand, backhand, drive, drop shot, clear, kill shot, and lob, serve-receive formation, and serving. I will: demonstrate proper formation when it comes to serving, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: relay races, king/queen of the court, reaction time, tournament play I will: demonstrate proper serving form, spiking form, and the different badminton shots. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and DOUBLES tournament play.	Notes:
Topic 2: Bowling	Length: 2-3 Weeks

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: spare, strike, turkey, gutter, line violation, bowling etiquette</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn and understand proper bowling etiquette. I will: follow directions and pay attention to Mr. Matt Beyer as I pick out the proper sized bowling ball for my size.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper technique when it comes to rolling a weighted ball as well as proper hand and foot placement. I will: demonstrate proper formation when it comes to bowling a ball as well as demonstrate understanding of proper score keeping and and violations.</p>
<p>Lesson Frame: Lead-Up Games</p>	<p>We will: demonstrate proper understanding of the following games: individual bowling and team bowling (Baker's). I will: demonstrate proper bowling etiquette, footwork, and hand placement when bowling. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Student score sheets</p>	<p>Notes:</p>
<p>Topic 3: Disc Golf</p>	<p>Length: 2-3 Weeks</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: putter, mid-range, long range, backhand, forehand, hammer throw, safety, how to keep score, order of throws</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn and understand course layout, safety, as well as proper throwing form at targets. I will: follow directions and pay attention when walking to each hole as well as be aware of my surroundings for distractions of any kind; traffic, weather, MES students, wooded area.</p>

Lesson Frame: Rules/Boundaries of game	We will: learn the difference between a Frisbee and a disc as well as be able to demonstrate the different types of throws.
Lesson Frame: Lead-Up Games	I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper course etiquette when it comes to staying on school grounds and crossing the street.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: ready, set, fire and hole in one.
Performance Tasks: Student score cards	I will: demonstrate proper disc golf etiquette as well as demonstrate understanding on how to keep score for disc golf. I will also demonstrate proper understanding of the lead up games.
	Notes:

Unit Name: Kickball	Length: 10 Days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: KICKBALL-What does tagging up mean? Where is there always a force out, why? What are the different positions played? MATBALL-How do you score runs? Where does the offensive team play? What are the different ways to get an out? What do you do when you are out? LONG BALL-How do you score runs? How many bases are there? What happens when you take both feet off of the base while running? Why is it important to have good communication with your team while you are on defense? What are the different strategies used to win at this game? SUPER KICKBALL-How do you score runs in this game? How do you get out in this game? Why is it important to get the ball to your pitcher? ULTIMATE KICKBALL-How do you run the bases on offense in this game? How do you score runs in this game; are points good or bad? How do you get points added to your team's score? How do you play defense?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the kickball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, and running depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: KICKBALL	Length: 2 days per kickball game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 2: MATBALL	Length: 2 days per kickball game

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>
<p>Topic 3: LONG BALL</p>	<p>Length: 2 days per kickball game</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>

<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>
<p>Topic 4: SUPER KICKBALL</p>	<p>Length: 2 days per kickball game</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>
<p>Topic 5: ULTIMATE KICKBALL</p>	<p>Length: 2 days per kickball game</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>

Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.

Unit Name: Dodging, Chasing, Fleeing	Length: 10 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: TRENCH BALL, DODGEBALL, DOCTOR/DOCTOR, BERLIN DODGEBALL, ULTIMATE DODGEBALL, FIELD DODGEBALL, WOLF BALL, EMPIRE MANIA, WARZONE, NETBALL, ROADKILL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: TRENCH BALL, DODGEBALL, BERLIN DODGEBALL, ULTIMATE DODGEBALL, DOCTOR, DOCTOR	Length: 1 day per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: TRENCH BALL-dodging, chasing, fleeing, trench; DODGEBALL-dodging, chasing, fleeing; DOCTOR/DOCTOR-doctor, dodging, chasing, fleeing; BERLIN DODGEBALL-dodging, chasing, fleeing; ULTIMATE DODGEBALL- dodging, chasing, fleeing, boundaries, line violation, catch, out, strategies
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each set up is different. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 2: Field Dodgeball/Wolf Ball	Length: 1 day per game

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: dodging, chasing, fleeing, out, inning, offense, defense; WOLF BALL-dodging, chasing, fleeing, bases, out, Wolf ball, foul ball; FIELD DODGEBALL/WOLF BALL-boundaries, foul territory, spatial awareness</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly set up the cones and bases for each game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.</p>	<p>Notes:</p>
<p>Topic 3: Empire Mania</p>	<p>Length: 1 day per game</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly set up the cones and pinnies for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.</p>	<p>Notes:</p>

Topic 4: Netball	Length: 1 day per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations.	Notes:
Topic 5: Roadkill	Length: 1 day per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule
Lesson Frame: Equipment management	We will: learn to properly line up in this game; cars versus animals. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, game play assessments, spatial awereness, and student demonstrations.	Notes:

Unit Name: Invasion Games	Length: 10 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: YOSHI: How do you win? Boundaries? How do you get back into the game? What happens when you hear, "Yoshi!" What is the purpose of dodging, chasing, and fleeing? What equipment is needed? PIRATE BALL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game? What is the object of the game? CAPTURE THE FLAG/STEAL THE BALL: Equipment needed? Boundaries? How do you get captured? How do you get out of jail? Why is it important to communicate with your teammates? Inside/outside game? How do you win? WARZONE: How do you set up for the game? What other games are combined into this game? Safety precautions? What is the object of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: YOSHI	Length: 2 days per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work, yoshi, juke, communication
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats and correctly put on our flags. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules, as well as know the different boundary lines, and different strategies in each game, as well as understand the course of direction needed to go when Yoshi is called. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.

Performance Tasks: Skills rubrics, dodging, chasing, and fleeing checklist, authentic assessment, game play assessments, and student demonstration on proper safety technique associated with flag pulling and offense/defense.	Notes:
Topic 2: Pirate Ball	Length: 2 days per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work, jail, juke, communication, safe zone
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, hula hoops, cones, and four different types of balls used to play that day (ie: soccer, basketball, dodgeball, volleyball). I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the safety zones, spatial awareness, and safety concerns when dodging, chasing, and fleeing in this game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, authentic assessment, and game play assessments.	Notes:
Topic 3: Capture the Flag/Steal the Ball	Length: 2 days per game

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work, jail, safe zones, communication, boundaries, flag guarding, stiff arm</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly set up the cones, hula hoops, jail zone, and pinnies for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understand of the difference between Capture the Flag and Steal the ball as well as understanding key terminology; safe zones, jail, spatial awareness and safety. Safety is no accident. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, defensive safety assessment, authentic assessment, game play assessments</p>	<p>Notes:</p>
<p>Topic 4: Warzone</p>	
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work, yoshi, netball, dodgeball, capture the flag, communication, strategy, offense, defense</p>

Lesson Frame: Equipment management	<p>We will: learn to properly set up the exercise mats, dodgeballs, chairs, volleyball cart, basketball cart, tchoukball nets, football flags, and hula hoops.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of the importance of offensive/defensive strategy as well as the importance of communication throughout each round.</p> <p>I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations.</p>	Notes:

Unit Name: Fitness Testing	Length: 15 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	Learning Targets: Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: PACER	Length: 3 times a year (fall, winter, spring)
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart. I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: Muscular Strength/Muscular Endurance	Length: 3 times a year (fall, winter, spring)

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to set up exercise mats and understand the reason behind the blue strips. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups. I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.</p>
<p>Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist</p>	<p>Notes:</p>
<p>Topic 3: Flexibility</p>	<p>Length: 3 times a year (fall, winter, spring)</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate</p>
<p>Lesson Frame: Introductory Skills</p>	<p>We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility. I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.</p>

Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch.
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.
	Notes:

Course Name:	8th Grade PE		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Students will be able to demonstrate proper techniques and forms, as well as build on teamwork and strategic game play throughout the school year.		
Academic Standards:	NASPE Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Team Sports: basketball, volleyball, flag football, soccer	12 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to work on skill progression, build social interactions within a team setting, and develop cognitive as well as psychomotor skills during game-like situations.
Individual Sports: badminton, bowling, disc golf	7 Weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Kickball: mat ball, super kickball, ultimate kickball, kickball, long ball	10 Days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Dodging, Chasing, Fleeing: dodgeball, ultimate dodgeball, doctor/doctor, empire mania, Berlin dodgeball, wolf ball, warzone, roadkill, field dodgeball, net ball	10 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Invasion Games: yoshi, pirate ball, capture the flag, steal the ball, warzone	10 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Fitness Testing	15 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to monitor fitness progression throughout the year.

Unit: Team Sports	Length: 12 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: VOLLEYBALL-What is the most common error when it comes to bumping the volleyball? Why is the toss the most important part of the overhand serve? Why is it important to stay low with hands on top of one another rather than interlocked when playing offense and defense? What is the point of a free ball? What purpose does the 10-foot line serve? BASKETBALL-What are the five basic tips when dribbling a basketball? What does BEEF stand for in the shooting method? SOCCER-What's the difference between a direct and indirect kick? What does offsides mean in soccer? What are the different traps used in soccer? What dribbling tips are beneficial for game play situations? FLAG FOOTBALL- Why are passing routes so important? What are the different positions in football and what does each position's job? What does offsides/pass interference mean in football? BASEBALL/SOFTBALL-What does tagging up mean? Where is there always a force out, why? What is the difference between a strike and a ball?	Learning Targets: Students will increase hand-eye coordination when throwing and catching any type of ball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, passing, dribbling, shooting, and serving depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: Volleyball	Length: 2-3 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: bump, set, spike, serve, 10-foot line, kill, tip, drive, block, ace, line violations, net violations, lift, carry
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down volleyball nets. I will: follow directions and pay attention to how to properly set-up/take down volleyball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for bumping, setting, spiking, blocking, serve-receive formation, serving.

	I will: demonstrate proper formation when it comes to serving, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: Blob, Raising the Titanic, One Team Volleyball, Plus One Volleyball, Race to Be the Best, and King/Queen of the Court. I will: demonstrate proper passing form, serving form, spiking form, and blocking form. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 2: Basketball	Length: 2-3 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: chest pass, bounce pass, over the head pass, dribble, lay-up, jump shot, free throw, travel, double dribble, foul, lane violation, 3-second violation, turnover, carry, technical
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress. I will: demonstrate proper form when it comes to dribbling, passing, and shooting as well as proper defensive formation.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of turnovers and fouls, and proper technique for lay-ups, and free throws. I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribbling relays, dribble knock-out, hot-spot-shoot-out, lay-up relays, monkey in the middle, tip 21, sideline basketball, 7-up, lightning, and 5v5v5.

	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, BEEF method shooting checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 3: Soccer	Length: 2-3 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: dribble, foot trap, chest trap, heading, offsides, sliding, red card, yellow card, penalty kick, kick-off, goalie kick, corner kick, throw-in, drop ball, direct/indirect kicks
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress. I will: demonstrate proper form when it comes to dribbling, passing, and shooting.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for trapping, heading, throw-ins, corner kicks, direct/indirect kicks, as well as demonstrate proper understanding of offsides. I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribble relays, dribble knock-out, 4-team soccer, fooseball soccer, 4-corners, sideline soccer, and head or catch. I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!	Notes:

Topic 4: Flag Football	Length: 2-3 weeks
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: positions, routes, tackle, touchdown, field goal, 2-point conversion, offsides, line of scrimmage, goal line, pass interference</p>
Lesson Frame: Introductory Skills	<p>We will: demonstrate proper formation when catching the ball, as well as proper throwing formation (spiral), and ball placement.</p> <p>I will: demonstrate proper form when it comes to throwing a football, catching a football, kicking a football, and snapping a football.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of field boundaries, positions, offsides, line of scrimmage, pass interference, as well as demonstrating effective teamwork and communication.</p> <p>I will: demonstrate proper formation when it comes to throwing, catching, and kicking a football, offense/defense play as well as demonstrate understanding of penalties during game play.</p>
Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: football bingo, football 21, ultimate football, and create your own playbook.</p> <p>I will: demonstrate proper hand eye coordination when it comes to throwing and catching, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Skills rubrics, playbook routes, spiral checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.</p>	Notes:
Topic 5: Baseball/Softball	Length: 2-3 weeks

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: positions, ball, strike, walk, running bases, pop fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out</p>
<p>Lesson Frame: Introductory Skills</p>	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, swinging a bat, running the bases, and proper understanding of offense/defense.</p> <p>I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field dimensions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground balls, catching pop flies, hand-eye coordination when swinging the batt, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Lesson Frame: Lead-Up Games</p>	<p>We will: demonstrate proper understanding of the following games: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball.</p> <p>I will: demonstrate proper catching and throwing technique, hitting form, fielding ground balls, catching pop flies, calling the ball, and proper base running technique as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.</p>	<p>Notes:</p>

Unit Name: Individual Sports	Length: 7 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: BADMINTON-Name the three different types of shots and when you would use them against your opponent? Explain how you serve the birdie in a singles game compared to a doubles game.BOWLING-How do you keep score in bowling? What's the purpose of the arrows on the lane? DISC GOLF-What are the different types of throws and when would you use them? How do you keep score in disc golf? What is the proper etiquette when it comes to throwing in a group?	Learning Targets: Students will increase hand-eye coordination. Students will be able to demonstrate teamwork and effective communication. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique specific to each individualized sport. Students will demonstrate proper understanding of strategic play when it comes to specific placement of disc, bowling ball, or birdie.
Topic 1: Badminton	Length: 2-3 Weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: drive, drop shot, lob, clear, backhand, forehand, birdie, ace, line violations, net violations, out of boundaries, hits per side
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down badminton nets. I will:follow directions and pay attention to how to properly set-up/take down badminton nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for forehand, backhand, drive, drop shot, clearn, kill shot, and lob, serve-receive formation, and serving. I will: demonstrate proper formation when it comes to serving, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: relay races, king/queen of the court, reaction time, tournament play I will: demonstrate proper serving form, spiking form, and the different badminton shots. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and DOUBLES tournament play.	Notes:
Topic 2: Bowling	Length: 2-3 Weeks

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: spare, strike, turkey, gutter, line violation, bowling etiquette</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn and understand proper bowling etquette. I will: follow directions and pay attention to Mr. Matt Beyer as I pick out the proper sized bowling ball for my size.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper technique when it comes to rolling a weighted ball as well as proper hand and foot placement. I will: demonstrate proper formation when it comes to bowling a ball as well as demonstrate understanding of proper score keeping and and violations.</p>
<p>Lesson Frame: Lead-Up Games</p>	<p>We will: demonstrate proper understanding of the following games: individual bowling and team bowling (Baker's). I will: demonstrate proper bowling etiquette, footwork, and hand placement when bowling. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Student score sheets (Tournament Play)</p>	<p>Notes:</p>
<p>Topic 3: Disc Golf</p>	<p>Length: 2-3 Weeks</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: putter, mid-range, long range, backhand, forehand, hammer throw, safety, how to keep score, order of throws</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn and understand course layout, safety, as well as proper throwing form at targets.</p>

	I will: follow directions and pay attention when walking to each hole as well as be aware of my surroundings for distractions of any kind; traffic, weather, MES students, wooded area.
Lesson Frame: Rules/Boundaries of game	We will: learn the difference between a Frisbee and a disc as well as be able to demonstrate the different types of throws. I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper course etiquette when it comes to staying on school grounds and crossing the street.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: ready, set, fire and hole in one. I will: demonstrate proper disc golf etiquette as well as demonstrate understanding on how to keep score for disc golf. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score cards	Notes:

Unit: Kickball	Length: 10 Days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: KICKBALL-What does tagging up mean? Where is there always a force out, why? What are the different positions played? MATBALL-How do you score runs? Where does the offensive team play? What are the different ways to get an out? What do you do when you are out? LONG BALL-How do you score runs? How many bases are there? What happens when you take both feet off of the base while running? Why is it important to have good communication with your team while you are on defense? What are the different strategies used to win at this game? SUPER KICKBALL-How do you score runs in this game? How do you get out in this game? Why is it important to get the ball to your pitcher? ULTIMATE KICKBALL-How do you run the bases on offense in this game? How do you score runs in this game; are points good or bad? How do you get points added to your team's score? How do you play defense?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the kickball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, and running depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: KICKBALL	Length: 2 days
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.

	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 2: MATBALL	Length: 2 days
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 3: LONG BALL	Length: 2 days

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>
<p>Topic 4: SUPER KICKBALL</p>	<p>Length: 2 days</p>

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>
<p>Topic 5: ULTIMATE KICKBALL</p>	<p>Length: 2 days</p>

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>

Unit Name: Dodging, Chasing, Fleeing	Length: 10 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: TRENCH BALL, DODGEBALL, DOCTOR/DOCTOR, BERLIN DODGEBALL, ULTIMATE DODGEBALL, FIELD DODGEBALL, WOLF BALL, EMPIRE MANIA, WARZONE, NETBALL, ROADKILL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: TRENCH BALL, DODGEBALL, BERLIN DODGEBALL, ULTIMATE DODGEBALL, DOCTOR, DOCTOR	Length: 1 day per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Vocabulary specific to game (TRENCH BALL-dodging, chasing, fleeing, trench; DODGEBALL-dodging, chasing, fleeing; DOCTOR/DOCTOR-doctor, dodging, chasing, fleeing; BERLIN DODGEBALL-dodging, chasing, fleeing; ULTIMATE DODGEBALL- dodging, chasing, fleeing; FIELD DODGEBALL-dodging, chasing, fleeing, out, inning, offense, defense; WOLF BALL-dodging, chasing, fleeing, bases, out, Wolf ball, foul ball; EMPIRE MANIA-dodging, chasing, fleeing; NETBALL-dodging, chasing, fleeing, goalie; ROADKILL-dodging, fleeing), rules of the game (TRENCH BALL, DODGEBALL, DOCTOR, DOCTOR,ULTIMATE DODGEBALL-boundaries, line violation, catch, out, strategies; FIELD DODGEBALL/WOLF BALL-boundaries, foul territory, spatial awareness; EMPIRE MANIA-spatial awareness, communication, teamwork, passing/catching; NETBALL-exercises, boundaries, double block rule; ROADKILL-boundaries, new life, catching, teamwork, 5-second rule.
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each set up is different. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Topic 2: Field Dodgeball/Wolf Ball	Length: 1 day per game
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: FIELD DODGEBALL-dodging, chasing, fleeing, out, inning, offense, defense; WOLF BALL-dodging, chasing, fleeing, bases, out, Wolf ball, foul ball; FIELD DODGEBALL/WOLF BALL-boundaries, foul territory, spatial awareness</p>
Lesson Frame: Equipment management	<p>We will: learn to properly set up the cones and bases for each game.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.</p> <p>I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: Empire Mania	Length: 1 day per game

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly set up the cones and pinnies for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)</p>	<p>Notes:</p>
<p>Topic 4: Netball</p>	<p>Length: 1 day per game</p>

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)</p>	<p>Notes:</p>
<p>Topic 5: Roadkill</p>	<p>Length: 1 day per game</p>

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly line up in this game; cars versus animals. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, game play assessments, spatial awereness, and student demonstrations. (Tournament Play)</p>	<p>Notes:</p>

Unit Name: Invasion Games/Tournament Play	Length: 10 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: YOSHI: How do you win? Boundaries? How do you get back into the game? What happens when you hear, "Yoshi!" What is the purpose of dodging, chasing, and fleeing? What equipment is needed? PIRATE BALL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game? What is the object of the game? CAPTURE THE FLAG/STEAL THE BALL: Equipment needed? Boundaries? How do you get captured? How do you get out of jail? Why is it important to communicate with your teammates? Inside/outside game? How do you win? WARZONE: How do you set up for the game? What other games are combined into this game? Safety precautions? What is the object of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: YOSHI	Length: 2 days per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, yoshi, juke, communication
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats and correctly put on our flags.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules, as well as know the different boundary lines, and different strategies in each game, as well as understand the course of direction needed to go when Yoshi is called.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, dodging, chasing, and fleeing checklist, authentic assessment, game play assessments, and student demonstration on proper safety technique associated with flag pulling and offense/defense. (Tournament Play)	Notes:

Topic 2: Pirate Ball	Length: 2 days per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: jail, juke, communication, safe zone, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, hula hoops, cones, and four different types of balls used to play that day (ie: soccer, basketball, dodgeball, volleyball). I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the safety zones, spatial awareness, and safety concerns when dodging, chasing, and fleeing in this game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, authentic assessment, and game play assessments. (Tournament Play)	Notes:
Topic 3: Capture the Flag/Steal the Ball	Length: 2 days per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: jail, safe zones, communication, boundaries, flag guarding, stiff arm, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work
Lesson Frame: Equipment management	We will: learn to properly set up the cones, hula hoops, jail zone, and pinnies for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.

Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understand of the difference between Capture the Flag and Steal the ball as well as understanding key terminology; safe zones, jail, spatial awareness and safety. Safety is no accident. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, defensive safety assessment, authentic assessment, game play assessments (Tournament Play)	Notes:
Topic 4: Warzone Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Length: 2 days per game Academic Vocabulary: yoshi, netball, dodgeball, capture the flag, communication, strategy, offense, defense, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, chairs, volleyball cart, basketball cart, tchoukball nets, football flags, and hula hoops. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the importance of offensive/defensive strategy as well as the importance of communication throughout each round. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Unit Name: Fitness Testing	Length: 15 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	Learning Targets: Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: PACER	Length: 3 times a year (fall, winter, spring)
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart. I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: Muscular Strength/Muscular Endurance	Length: 3 times a year (fall, winter, spring)

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to set up exercise mats and understand the reason behind the blue strips. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups. I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.</p>
<p>Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist</p>	<p>Notes:</p>
<p>Topic 3: Flexibility</p>	<p>Length: 3 times a year (fall, winter, spring)</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physicall literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate</p>
<p>Lesson Frame: Introductory Skills</p>	<p>We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.</p>

	I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch. I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes:

Course Name:	Social Thinking and Me		
Credits:	N/A		
Prerequisites:	Incredible Flexible You		
Description:	Students will learn how to become social thinkers in this year long social skills group. Students will meet weekly with other students in a structured social learning environment led by special education and speech/language teachers.		
Academic Standards:	DPI Social Emotional Competencies		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
What is Social Thinking?	4 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit is an introduction to social thinking. Students will get an overview of what social thinking is and how how it differs from other types of thinking.
Social Thinking = Flexible Thinking	4 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	In this unit students will learn how to be flexible thinkers. Flexible thinking allows students to remain calm and try to figure out social situations. Everyone has different thoughts and feelings and may look at situations in a different way. When students think in different ways about a situation and notice how others may think about that same situation (their perspective), they are being flexible.
Social Thinking Vocabulary	6 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit presents social thinking vocabulary to help them learn. This vocabulary will help them be better social detectives to figure out what's happening at different places, and with different people.
We All Have Feelings	7 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	In this unit students will learn that everyone has feelings all the time and there are many different feelings that people have. They will begin to understand that as they get better at knowing their own feelings, they will get better at making smart guesses about how others are feeling.

Thinking With Your Eyes	11 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit outlines the importance of using our eyes to pick up on the social cues around us. This means looking around us, noticing the person or people we are near or with, and noticing what's going on.
Thinking about Hidden Rules and Expected Behavior	7 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit works with students on identifying hidden rules in various situations using the skills they have learned in previous units. Expected behaviors are those that most people do in a situation or certain place. Unexpected behaviors are those that most people wouldn't do in a given situation or place. Very often no one tells us exactly what they hidden rules are and we have to figure them out for ourselves.
Keeping my Body, Eyes, Ears and Brain in the Group	9 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit outlines the expectations of being in a group. In order to be a part of a group plan we need to have our brain, eyes, ears, and body in the group. We are always a part of a group unless we are physically away from everyone else. That means that we are all expected to think about how to interact with others in a group at all times.
Thinking of Others Versus Just Me	4 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit outlines the importance of thinking of others feelings and how our behaviors, both expected and unexpected, will make them feel.
How Big is my Problem?	4 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit explores problems and all of the different sizes that they come in. When students start to thinking about the size of their problem and stay calm when they have glitches others will have good thoughts about them.

Thinking about my Reaction Size	4 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit further explores problems and all of the different sizes that they come in. Students will now learn how about the expected and unexpected reactions to problems of different sizes.
Doing an Activity or Just Hanging Out	5 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit ties all of the components of becoming a social thinker together and applies them to real life activities that students may engage in with a group or peers.

Unit Name: What is Social Thinking?	Length: 4/30-45 minute lessons
Standards: Social and Emotional Competencies 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit is an introduction to social thinking. Students will get an overview of what social thinking is and how it differs from other types of thinking.
Essential Questions: How is social thinking different from other types of thinking and learning? Why do I need to learn social thinking?	Learning Targets: Students will understand that social thinking has to do with other people and ourselves when we are around other people. Whereas not social thinking topics are facts that we can gather by using books or the internet. Students will understand that social thinking will help them interpret what others are thinking or feeling. That will help them figure out the best way to behave so others will want to be around them.
Lesson Frame: Social Thinking or Not?	I can determine if something is a social thinking topic.
Lesson Frame: Thinking About Social Thinking	I can use my social thinking to figure out what people are communicating.
Lesson Frame: Using Social Thinking to Figure Out What People Are Communicating	I can use my social smarts in different situations.
Lesson Frame: Using Our Social Smarts	I can think about others in a situation, how they are feeling and what they might be thinking.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: social thinking, nonverbal communication

Unit: Social Thinking = Flexible Thinking	Length: 4/30-45 minute lessons
Standards: 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation including positive and negative options.	Outcomes: In this unit students will learn how to be flexible thinkers. Flexible thinking allows students to remain calm and try to figure out social situations. Everyone has different thoughts and feelings and may look at situations in a different way. When students think in different ways about a situation and notice how others may think about that same situation (their perspective), they are being flexible.
Essential Questions: What does it mean to be a flexible thinker? Why should I want to be a flexible thinker?	Learning Targets: Students will learn to think with their eyes to find clues in a situation and consider the thoughts and feelings of people around them. Students will understand that when they are flexible thinkers those around them will have good thoughts about them.
Lesson Frame: Same Thing, Different Way	I can use my flexible thinking to brainstorm many ways to do the same thing.
Lesson Frame: Identify Ways to Think and be Flexible	I can identify different ways to use my flexible thinking.
Lesson Frame: Flexible Thinking in my Own Words	I can describe both a flexible and stuck thinking response to a situation.
Lesson Frame: Who Looks Like They're Being Flexible?	I can identify what flexible thinking looks like.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: flexible thinking stuck thinking

<p>Unit Name: Social Thinking Vocabulary</p>	<p>Length: 6/30-45 minute lessons</p>
<p>Standards: 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation including positive and negative options.</p>	<p>Outcomes: This unit presents social thinking vocabulary to help them learn. This vocabulary will help them be better social detectives to figure out what's happening at different places, and with different people.</p>
<p>Essential Questions: How are my thoughts connected to my feelings? How do we use our eyes to find social cues in a situation? Why do we need to follow hidden rules?</p>	<p>Learning Targets: Students will learn that they have thoughts about other people and they have thoughts about them. Those thoughts can make them have feelings about those around them. Students will learn to think with their eyes to find social clues and cues in a situation by looking around and using their brain to think about what they are observing. Students will learn that by following hidden rules they use behavior that helps people around them feel comfortable and calm.</p>
<p>Lesson Frame: Thinking and Feeling</p>	<p>I can identify if I'm having a small, medium, or big thought.</p>
<p>Lesson Frame: Using Your Senses to Figure Things Out</p>	<p>I can identify which sense to use to figure out different social cues or situations.</p>
<p>Lesson Frame: Thinking with Your Eyes</p>	<p>I can look at things going on around me and use my brain to figure out what the clues n</p>
<p>Lesson Frame: Hidden Rules and the Situation</p>	<p>I can figure out hidden rules in various situations.</p>
<p>Lesson Frame: Using Social Memory</p>	<p>I can use my social memory to recall information about others in social situations.</p>
<p>Lesson Frame: Making Smart Guesses</p>	<p>I can use information or think with my eyes to find clues and make smart social guesses</p>
<p>Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion</p>	<p>Academic Vocabulary: Thoughts and Feelings Thinking with your Eyes Hidden Rules Social Memory Smart Guess</p>

Unit Name: We All Have Feelings	Length: 7/30-45 minute lessons
Standards: 1. Learners will be able to predict how someone else may feel in a variety of situations. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to recognize and label a variety of their own basic emotions.	Outcomes: In this unit students will learn that everyone has feelings all the time and there are many different feelings that people have. They will begin to understand that as they get better at knowing their own feelings, they will get better at making smart guesses about how others are feeling.
Essential Questions: Why is it important for those around us to know our feelings? Are all feelings the same? How do we want to make others feel?	Learning Targets: Students will learn that by expressing our feelings to others they will help to get us what we need. Students will learn that we can have small and big feelings. Sometimes we may feel a little sad and sometimes we may feel really sad. Students will learn that we want to act in a way that makes others have good feelings about us.
Lesson Frame: Noticing Body Language and Emotions	I can identify different emotions.
Lesson Frame: Identifying Our Own Feelings in Different Situations	I can identify how I feel in different situations.
Lesson Frame: Identifying the Feelings of Others in Different Situations	I can identify how others feel in different situations.
Lesson Frame: Talking about Feelings in my Own Words	I can use my own words to describe how I'm feeling.
Lesson Frame: What are they Feeling?	I can use my eyes to determine how people are feeling.
Lesson Frame: Thinking About the Size of my Feelings	I can identify the size of feelings in different situations.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Emotions Feelings

Unit Name: Thinking With Your Eyes	Length: 11/30-45 minute lessons
Standards: 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit outlines the importance of using our eyes to pick up on the social cues around us. This means looking around us, noticing the person or people we are near or with, and noticing what's going on.
Essential Questions: How does thinking with our eyes help us? What does it mean to think with our eyes? When should we think with our eyes?	Learning Targets: Students will learn that thinking with their eyes will help them be safe, figure out what people are doing and why, figure out what they are supposed to be doing in a situation, let others know they are interested in them and paying attention. Students will learn that thinking with their eyes means looking around them and noticing the people they are near or with. Students will learn that they should think with their eyes throughout their day and everywhere they are.
Lesson Frame: Hiders and Finders	I can use my eyes to determine if someone is thinking about me.
Lesson Frame: Thinking With Your Eyes-Part 1	I can use my eyes to look at a situation and people in a situation to figure out what I'm seeing.
Lesson Frame: Thinking With Your Eyes-Part 2	I can use my eyes to look at a situation and people in a situation to figure out what I'm seeing.
Lesson Frame: Using Our Social Smarts	I can think about others in a situation, how they are feeling and what they might be thinking.
Lesson Frame: Putting it all Together	I can think about what I see and what it might mean.
Lesson Frame: Being a Social Detective	I can use my eyes, ears, and other senses to notice other people and what's happening around them.
Lesson Frame: Thinking With Your Eyes to Find Clues	I can use my eyes to discover clues and use my brain to figure out what they mean.
Lesson Frame: What to Say and When to Say it! Part 1	I can use my eyes to figure out when it's a good time to talk to someone and what to say.
Lesson Frame: What to Say and When to Say it! Part 2	I can use thinking with my eyes to help me figure out what to say in a conversation.
Lesson Frame: More Practice Thinking With Your Eyes	I can think with my eyes to help me figure out a situation.
Lesson Frame: Think With Your Eyes About Different Situations	I can think with my eyes in various situations.

Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Group Plan Thinking With Your Eyes Social Detective

Unit Name: Thinking About the Hidden Rules and Expected Behavior	Length: 7/30-45 minutes/lesson
Standards: 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit works with students on identifying hidden rules in various situations using the skills they have learned in previous units. Expected behaviors are those that most people do in a situation or certain place. Unexpected behaviors are those that most people wouldn't do in a given situation or place. Very often no one tells us exactly what the hidden rules are and we have to figure them out for ourselves.
Essential Questions: How can I figure out the hidden rules of a situation? Why should I use expected behavior? What happens if I use unexpected behavior? How can I figure out what the expected behavior is?	Learning Targets: Students will figure out the hidden rules of a situation by using their social detective skills. Students will learn that using expected behavior those around them will feel happy and relaxed. Students will learn that unexpected behaviors will make those around them have not-so-good feelings like annoyed, nervous, confused, or even worried. Students will figure out expected behavior by thinking with their eyes or asking for help.
Lesson Frame: Looking for Hidden Rules	I can identify an expected behavior in a situation.
Lesson Frame: Expected and Unexpected Behavior in a Situation	I can identify an unexpected behavior in a situation.
Lesson Frame: Identifying Expected and Unexpected Behavior for Different Situations	I can identify an unexpected behavior in a situation.
Lesson Frame: How Expected/Unexpected Behaviors Affect Feelings Part 1	I can think about how my behaviors make others feel.
Lesson Frame: How Expected/Unexpected Behaviors Affect Feelings Part 2	I can think about how my behavior make others feel.
Lesson Frame: Describing Expected and Unexpected Behaviors	I can explain what an expected or unexpected behavior is.
Lesson Frame: Connecting Thoughts, Feelings, and Behaviors	I can identify an expected behavior in a situation. I can identify an unexpected behavior in a situation.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Expected Behavior Unexpected Behavior Hidden Rules

Unit Name: Keeping My Body, Eyes, Ears, and Brain in the Group	Length: 9/30-45 minute lessons
Standards: Social and Emotional Competencies 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit outlines the expectations of being in a group. In order to be a part of a group we need to have our brain, eyes, ears, and body in the group. We are always a part of a group unless we are physically away from everyone else. That means that we are all expected to think about how to interact with others in a group at all times.
Essential Questions: How can I keep my brain in the group? How can I show others that I care about the group? What does it mean to be in the group?	Learning Targets: Students will learn that in order to keep their brain in the group they need to use their body, eyes, ears and brain together. Students will learn that they can show others that they care about the group by keeping their body, eyes, ears and brain in the group. Students will learn that being in the group means keeping their brain in the group, listening to what others are saying, looking at what they are doing, and thinking about what they are thinking and feeling. Being in the group means making comments, asking questions, and using appropriate body language.
Lesson Frame: Body In-Body Out? Brain In-Brain Out?	I can identify if someone's brain is in or out of the group. I can identify if someone's body is in or out of the group.
Lesson Frame: What is a Group and Why Does Being Part of a Group Matter?	I can define what a group is. I can identify which behaviors who others that I am interested in them.
Lesson Frame: Body in the Group: What Does that Look Like?	I can identify the expected behaviors of being part of a group.
Lesson Frame: Using Our Body, Eyes, Ears and Brain to Show Others We're in the Group	I can identify the expected behaviors of being part of a group.
Lesson Frame: More Practice on Body, Eyes, Ears, and Brain in the Group	I can identify the expected behaviors of being part of a group.
Lesson Frame: Adding Our Brains to the Group	I can use my brain to make smart guesses about how people are feeling, what they plan to do next, and what the group plan is.
Lesson Frame: Using My Body and Brain to Listen While in a Group	I can demonstrate expected body language to use while in a group.
Lesson Frame: Thinking About Expected Behaviors in Different Situations	I can identify expected behaviors in different scenarios.
Lesson Frame: The Hidden Rules, Expected and Unexpected Behavior: Figuring it all Out!	I can identify the hidden rules in different situations. I can identify expected and unexpected behaviors in different behaviors.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Group Plan Directional Signals Physically Present Body Language

Unit Name: Thinking of Others and Not Just Me	Length: 4/30-45 minute lessons
Standards: Social and Emotional Competencies 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit outlines the importance of thinking of others feelings and how our behaviors, both expected and unexpected, will make them feel.
Essential Questions: What does it mean to be a "just me person?" What does it mean to be a "thinking of others person"?	Learning Targets: Students will learn that being a just me person is an unexpected behavior. It can be seen as being selfish because they are doing things to show them that they don't consider their thoughts, feelings or what makes them feel calm, Students will learn that being a thinking of others person is being cooperative and thinking about others and how their behavior may make them think and feel.
Lesson Frame: Group Mural	I can demonstrate the expected behaviors for being a part of a group.
Lesson Frame: Identifying Just Me and Thinking of Others Behaviors	I can identify the behaviors that make a just me thinker. I can identify the behaviors that make a thinking of others person.
Lesson Frame: How Others Feel	I can identify the feelings others feel when I am being a thinking of others person. I can identify the feelings others feel when I am being a just me person.
Lesson Frame: Describing Just Me and Thinking of Others Behavior	I can identify the behaviors that make a just me thinker. I can identify the behaviors that make a thinking of others person.
Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Thoughts Feelings Thinking of Others Person Flexible Thinking Just Me Person

Unit Name: How Big is My Problem?	Length: 4/30-45 minute lessons
Standards: Social and Emotional Competencies 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit explores problems and all of the different sizes that they come in. When students start to thinking about the size of their problem and stay calm when they have glitches others will have good thoughts about them.
Essential Questions: What is a small problem? What is a medium problem? What is a big problem?	Learning Targets: Students will learn that a small problem is a little unexpected problem that can be easily fixed. Students will learn that a medium problem is one that we didn't expect and isn't easy to quickly fix. Students will learn that a big problem is one that causes people we care about to become hurt or sick. Big problems are serious problems that adults are in charge of. They're too big for kids to figure out what to do.
Lesson Frame: Problems Come in All Sizes	I can label whether a problem is small, medium, or big.
Lesson Frame: Identifying the Size of Problems	I can identify whether a problem is small, medium or big.
Lesson Frame: Why Problems are Different Sizes	I can explain why something is a small, medium, or big problem.
Lesson Frame: Thinking About Problem Sizes in My Own Life	I can categorize different problems into small, medium or big.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Big Problems Medium Problems Small Problems

Unit Name: Thinking About my Reaction Size	Length: 4/30-45 minute lessons
Standards: 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit further explores problems and all of the different sizes that they come in. Students will now learn how about the expected and unexpected reactions to problems of different sizes.
Essential Questions: What is the expected behavior when reacting to problems? What is the unexpected behavior when reacting to problems?	Learning Targets: Students will learn that it is expected that the reaction to a problem would match the size of their problem. Students will learn that it is unexpected when their reaction size is bigger than the size of their problem. This can cause others to feel stressed by their behavior which can create a whole new problem.
Lesson Frame: Try This Reaction on For Size!	I can act out the expected reaction for a given problem size.
Lesson Frame: Identifying the Size of Different Reactions	I can think with my eyes and use my social thinking to match a reaction size to the size of a problem.
Lesson Frame: My Reactions and Other People	I can identify how my reaction to a problem (expected or unexpected) will make others feel.
Lesson Frame: Matching My Reaction to the Size of the Problem	I can identify two possible reactions to a problem.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Reaction Size Overreacting Adjusting Our Reaction

Unit Name: Doing an Activity or Just Hanging Out	Length: 5/30-45 minute lessons
Standards: 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit ties all of the components of becoming a social thinker together and applies them to real life activities that students may engage in with a group or peers.
Essential Questions: What are the three parts of doing an activity or just hanging out? What is the expected behavior when participating in an activity or just hanging out?	Learning Targets: Students will learn that doing an activity or just hanging out is made up of set up, doing the activity or the time spent hanging out, and clean up. Students will learn that the expected behavior when doing an activity or just hanging out is to participate in all parts of the activity and do so quickly and efficiently.
Lesson Frame: Ready....Set....Set Up!	I can identify the decisions I need to make in order to set up a game as part of a group.
Lesson Frame: Identifying the Three Parts of an Activity/Hanging Out	I can categorize parts of an activity as set up, doing the activity/hanging out, or clean up.
Lesson Frame: When Set Up and Clean Up Take too Long	I can identify when set up or clean up is taking too long in a given situation.
Lesson Frame: Talking About the Three Parts of Play/Hanging Out in My Own Words	I can describe the three parts of play/hanging out in my own words.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Set Up Clean Up Do the Activity