

Course Name:	PE Elective		
Credits:	0.5		
Prerequisites:	PE I		
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	10 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	2 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	2 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.
Dodging, Chasing, Fleeing	2 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.
Invasion Games	2 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.
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: 10 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.	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? TSEGBALL-What is the difference between a foul and a turnover? How do you turnover the ball? What are the goalies allowed to do compared to the throwers? SPEEDBALL-What are the four sports played during speedball? What are the four different ways to score and how many points are they worth? What are the defensive rules? How long can you hold onto the ball? What is the goalie allowed to do? ULTIMATE FRISBEE-What is the playing area called? Where are the endzones? How many points is a touchdown? How long can you hold onto the Frisbee? What does a player HAVE to do after a dead Frisbee? What defensive and offensive strategies used for player succession?	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 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	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 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	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 layups, 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 knockout, 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: 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	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 knockout, 4-team soccer, foosball 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 weeks dependent on weather
Standards: NASPE Standards 1, 2, 3, 4, 5	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, student demonstrations, and TOURNAMENT PLAY.	Notes:

Topic 5: Baseball/Softball	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: positions, ball, strike, walk, running bases, pop fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out
Lesson Frame: Introductory Skills	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. I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.
Lesson Frame: Rules/Boundaries of game	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. 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 bat, 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: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball. 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.
Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 6: TSEGBALL	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: goalie, thrower, foul, turnover, back throw, travel, 3-second call
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, teamwork and communication, tracking, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, catching, spatial awareness, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of court dimensions, goalie box, offense vs defense, goalie vs thrower, and turnover vs foul. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, tracking a moving object, spatial awareness, offense/defense play as well as demonstrate understanding of court boundaries and violations.

Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: 3-Team Tseg Ball, Goalie Tseg Ball, No Goalie Tseg Ball, 3-Point Tseg Ball.</p> <p>I will: demonstrate proper catching and throwing technique, defensive stance, hand-eye coordination, 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>	Notes:
Topic 7: SPEEDBALL	Length: 1 week
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: football, soccer, handball, basketball, goalie box, 5-second rule, dribbling, passing, travel</p>
Lesson Frame: Introductory Skills	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, shooting a basketball, dribbling a soccer ball with your feet, throwing ball at target, passing a ball to a teammate.</p> <p>I will: demonstrate proper technique when throwing to a target, fielding, catching, dribbling with my feet, passing, shooting, and running.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of court dimensions, 5-second count, goalie box boundaries, over the head throw in, point values for the four different ways to score.</p> <p>I will: demonstrate proper formation when it comes to continuous movement, throwing to a target, catching with two hands, 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 associated with the soccer unit.</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, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!</p>	Notes:
Topic 8: ULTIMATE FRISBEE	Length: 1 week
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pitch, 5-second count, endzone, touchdown</p>
Lesson Frame: Introductory Skills	<p>We will: learn and understand court layout, safety, as well as proper throwing form of Frisbee.</p> <p>I will: follow directions and demonstrate proper throwing and catching technique as well as demonstrate understanding of fouls vs turnovers.</p>

<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: demonstrate the 5-second count properly, throwing techniques, effective communication, and safety.</p> <p>I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper etiquette when it comes to self refereeing.</p>
<p>Lesson Frame: Lead-Up Games</p>	<p>We will: demonstrate proper understanding of the proper throws associated with disc golf and ultimate frisbee.</p> <p>I will: demonstrate proper formation of the forehand, backhand, and hammer throw.</p>
<p>Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.</p>	<p>Notes:</p>

Unit Name: Individual Sports	Length: 2 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.	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? PICKLEBALL-What is the difference between a wiffle ball and pickleball? What are the four different shots in pickleball? What does the double bounce rule state? How do you keep score in a game of singles? Doubles?	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: Disc Golf	Length: 1 week depending on weather
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: putter, mid-range, long range, backhand, forehand, hammer throw, safety, how to keep score, order of throws
Lesson Frame: Equipment management	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.
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:
Topic 2: PICKLEBALL	Length: 2 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: smash, dink, backhand, forehand, pickleball, line violations, net violations, out of boundaries, hits per side, double bounce rule
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down pickleball nets. I will: follow directions and pay attention to how to properly set-up/take down pickleball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for forehand, backhand, dink, smash, 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, violations, and the double bounce rule.
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 pickleball shots. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Serving rubric, authentic game play rubric, peer checklist	Notes:

Unit: Kickball	Length: 2 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 physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>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.</p>
<p>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?</p>	<p>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.</p>
Topic 1: KICKBALL	Length: 2 days
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up</p>
Lesson Frame: Equipment management	<p>We will: demonstrate how to properly set up bases for all kickball games.</p> <p>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	<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.</p>

	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
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
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
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.

<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.</p> <p>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>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.</p> <p>I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.</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.</p> <p>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>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.</p>

	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	<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.</p> <p>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>	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: Invasion Games/Tournament Play	Length: 2 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.	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
Standards: NASPE Standards 1, 2, 3, 4, 5	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. (Tournament Play)	Notes:
Topic 2: Pirate Ball	Length: 2 days

Standards: NASPE Standards 1, 2, 3, 4, 5	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	
Standards: NASPE Standards 1, 2, 3, 4, 5	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	
Standards: NASPE Standards 1, 2, 3, 4, 5	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: Dodging, Chasing, Fleeing	Length: 2 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.	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: 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: 5 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, trench, doctor
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each setup 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: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, out, inning, offense, defense, bases, Wolf ball, foul ball, boundaries, foul territory, spatial awareness
Lesson Frame: Equipment management	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.
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 3: Empire Mania	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching
Lesson Frame: Equipment management	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.
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 4: Netball	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	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. (Tournament Play)	Notes:
Topic 5: Roadkill	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	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 awareness, and student demonstrations. (Tournament Play)	Notes:

Unit Name: Fitness Testing	Length: 15 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 physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	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)
Standards: NASPE Standards 1, 2, 3, 4, 5	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)
Standards: NASPE Standards 1, 2, 3, 4, 5	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	<p>We will: learn to set up exercise mats and understand the reason behind the blue strips.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups.</p> <p>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>
Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist	Notes:
Topic 3: Flexibility	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	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: Introductory Skills	<p>We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.</p> <p>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	<p>We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch.</p> <p>I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.</p>
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes: