

<b>Course Name:</b>	Physical Education - 5th Grade		
<b>Description:</b>	Exploring the use of physical skills and fitness to promote lifelong fitness	<b>NASPE Standards:</b> •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.	
<b>Academic Standards:</b>	NASPE (National Association of Sport and Physical Education) Standards		
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
<b>Fitness</b>	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.
<b>Manipulative Skills and Sports</b>	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.
<b>Motor Skills and Concepts</b>	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.
<b>Teamwork and Social Interaction</b>	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.

<b>Miscellaneous</b>	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: <b>FITNESS</b>	<b>Length:</b> 10 Weeks
<b>Standards:</b> 1, 3, 4, and 5	<b>Outcomes:</b> 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.
<b>Essential Questions:</b> 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?	<b>Learning Targets:</b> Skill-Related Components of Fitness Jump Rope Routine Development Positive Support of Peers Goal Development
<b>Topic 1: Fitness Concepts</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	<b>Academic Vocabulary:</b> 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)
<b>Performance Tasks:</b> Fitness Concepts Assessment Fitness Plan	Notes:

<b>Topic 2: Jump Roping</b>	<b>Length: 1 Week</b>
<b>Standard(s):</b> Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	<b>Academic Vocabulary:</b>
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)
<b>Performance Tasks:</b> Routine Development and Presentation	Notes:
<b>Topic 3: Climbing/Cargo Net/Rope Climb</b>	<b>Length: 2 Weeks</b>
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b> 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)
<b>Performance Tasks:</b> Create and Teach a Climbing Game	Notes:
<b>Topic 4: Speed Stacking</b>	<b>Length: 1 Week</b>
<b>Standard(s):</b> Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	<b>Academic Vocabulary:</b>
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)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:

Topic 5: <b>FITNESSGRAM Testing</b>	<b>Length:</b> 4 Weeks (2 x 2 Seperate Weeks)
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b> 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)
<b>Performance Tasks:</b> FITNESSGRAM Results Goal Setting Worksheet	Notes:

Unit Name: <b>MANIPULATIVE SKILLS and SPORTS</b>	<b>Length:</b> 14 Weeks
Standards: 1, 2, and 4	<b>Outcomes:</b> 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.
<b>Essential Questions:</b> 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?	<b>Learning Targets:</b> Soccer Game Play Basketball Game Play Volleying with a Partner Floor Hockey Game Play Softball Game Play Flag Football Game Play
Topic 1: <b>Soccer</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b> 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)
<b>Performance Tasks:</b> Soccer Written Assessment Soccer Authentic Assessment	Notes:
Topic 2: <b>Basketball</b>	<b>Length:</b> 2 Weeks

<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b> 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)
<b>Performance Tasks:</b> Basketball Written Assessment Basketball Authentic Assessment	Notes:
Topic 3: <b>Volleyball</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b> 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)
<b>Performance Tasks:</b> Volleyball Written Assessment Volleyball Skill Assessment	Notes:
Topic 4: <b>Floor Hockey</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b> 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)
<b>Performance Tasks:</b> Floor Hockey Authentic Assessment	Notes:
<b>Topic 5: Softball</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b> 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:
<b>Topic 6: Other Striking Sports</b>	<b>Length:</b> 1 Week
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b> 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)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
<b>Topic 7: Flag Football</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b> 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)
<b>Performance Tasks:</b> Football Written Assessment Flag Football Authentic Assessment	Notes:
<b>Topic 5: Frisbee Activities</b>	<b>Length:</b> 1 Week
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b>
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)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:

Unit Name: <b>MOTOR SKILLS and CONCEPTS</b>	<b>Length:</b> 4 Weeks
<b>Standards:</b> 1 and 2	<b>Outcomes:</b> 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.
<b>Essential Questions:</b> 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?	<b>Learning Targets:</b> Chasing, Fleeing and Dodging in Activity Gymnastics and Dance Routine
Topic 1: <b>Chasing, Fleeing and Dodging</b>	<b>Length:</b> 1 Week
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b> 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)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
Topic 2: <b>Gymnastics and Dance</b>	<b>Length:</b> 3 Weeks
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b> 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>
<b>Performance Tasks:</b> Dance Choreography Gymnastics and Dance Routines and Performances	Notes:

Unit Name: <b>TEAMWORK and SOCIAL INTERACTION</b>	<b>Length:</b> 6 Weeks
<b>Standards:</b> 1, 2, 4, and 5	<b>Outcomes:</b> 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.
<b>Essential Questions:</b> 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?	<b>Learning Targets:</b> Good Teamwork/Cooperation During Cooperation Challenges Display of Etiquette During Outdoor Lifetime Recreational Activities Openness to Learning New Games
Topic 1: <b>Protocols and Acquaintance Activities</b>	<b>Length:</b> 1 Week
<b>Standard(s):</b> Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	<b>Academic Vocabulary:</b>
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)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
Topic 2: <b>Cooperative Play/Team Building</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b> 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)
<b>Performance Tasks:</b> Create a Perfect Teammate	Notes:
Topic 3: <b>Outdoor Lifetime/Recreational Activities</b>	<b>Length:</b> 1 Week
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b> 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)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
Topic 4: <b>Non-Traditional Games</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b> 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)
<b>Performance Tasks:</b> Non-Traditional Games Written Assessment	Notes:

Unit Name: <b>MISCELLANEOUS</b>	<b>Length:</b> 3-4 Weeks
<b>Standards:</b> 2 and 3	<b>Outcomes:</b> The students will be able to develop their fitness levels through fun, physical focused activities.
<b>Essential Questions:</b> How do the activities played/participated in, approve fitness?	<b>Learning Targets:</b> Safe Play with Peers Participation in Physical Activity
Topic 1: <b>Themed Activities</b>	<b>Length:</b> 1-2 Weeks
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b>
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)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics
Topic 2: <b>Summer Fun</b>	<b>Length:</b> 1 Week
<b>Standard(s):</b> 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.	<b>Academic Vocabulary:</b>
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)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
Topic 3: <b>Holiday Activities</b>	<b>Length:</b> 1 Week

<p><b>Standard(s):</b>  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><b>Academic Vocabulary:</b></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><b>Performance Tasks:</b>  Teacher Observation and Feedback  Participation</p>	<p>Notes:</p>