

<b>Course Name:</b>	Physical Education - 6th 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, 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.
<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 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.
<b>Motor Skills and Concepts</b>	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.

<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, 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.
<b>Miscellaneous</b>	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: <b>FITNESS</b>	<b>Length:</b> 10 Weeks
<b>Standards:</b> 1, 2, 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> Fitness Program 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> 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)
<b>Performance Tasks:</b> Fitness Concepts Assessment Fitness Plan	Notes:
Topic 2: <b>Jump Roping</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 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: 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)
<b>Performance Tasks:</b> Routine Development and Presentation	Notes:
Topic 3: <b>Climbing/Cargo Net/Rope Climb</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 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.	<b>Academic Vocabulary:</b> 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)
<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 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>
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)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
<b>Topic 5: FITNESSGRAM Testing</b>	<b>Length: 4 Weeks (2 x 2 Seperate Weeks)</b>
<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> 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)
<b>Performance Tasks:</b> FITNESSGRAM Results Goal Setting Worksheet	Notes:

Unit Name: <b>MANIPULATIVE SKILLS and SPORTS</b>	<b>Length:</b> 14 Weeks
<b>Standards:</b> 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 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.
<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 Underhand Serve 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/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)
<b>Performance Tasks:</b> Soccer Written Assessment Soccer Authentic Assessment	Notes:

<b>Topic 2: Basketball</b>	<b>Length: 2 Weeks</b>
<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/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)
<b>Performance Tasks:</b> Basketball Written Assessment Basketball Authentic Assessment	Notes:
<b>Topic 3: Volleyball</b>	<b>Length: 2 Weeks</b>
<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> 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)
<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/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)
<b>Performance Tasks:</b> Floor Hockey Authentic Assessment	Notes:
Topic 5: <b>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 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)
<b>Performance Tasks:</b> Softball Written Assessment Softball Authentic Assessment	Notes:
<b>Topic 6: Other Striking Sports</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. 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 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)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
<b>Topic 7: Flag Football</b>	<b>Length: 2 Weeks</b>
<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 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)
<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. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	<b>Academic Vocabulary:</b>
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)
<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> 2, 3, 4, and 5	<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, with 1 or 2 partners, 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? What are some different forms of dance?	<b>Learning Targets:</b> Chasing, Fleeing and Dodging in Activity Gymnastics and Dance Routine
<b>Topic 1: Chasing, Fleeing and Dodging</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 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	<b>Academic Vocabulary:</b> 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)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
<b>Topic 2: Gymnastics and Dance</b>	<b>Length:</b> 3 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. 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> 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)

<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, 3, 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 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.
<b>Essential Questions:</b> 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?	<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. 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: 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)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
Topic 2: <b>Cooperative Play/Team Building</b>	<b>Length:</b> 2 Weeks

<p><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.  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><b>Academic Vocabulary:</b>  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><b>Performance Tasks:</b>  Create a Game</p>	<p>Notes:</p>
<p>Topic 3: <b>Outdoor Lifetime/Recreational Activities</b></p>	<p><b>Length:</b> 1 Week</p>
<p><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.  Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p><b>Academic Vocabulary:</b>  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)
<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 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> 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)
<b>Performance Tasks:</b> Non-Traditional Games Written Assessment	Notes:

Unit Name: <b>MISCELLANEOUS</b>	<b>Length:</b> 3-4 Weeks
<b>Standards:</b> 4 and 5	<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 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>
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)
<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 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>



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>
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
<b>Topic 3: Holiday 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. 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: 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>
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes: