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| ***Week*** | ***Unit/Chapter*** | ***Standards Taught*** | ***Lessons/Activities*** | ***Key Concepts/Vocabulary*** | ***Resources/Technology*** | ***Assessments FOR Learning (formative)*** | ***Assessments OF Learning (summative)*** |
| 1-2 | Gymnastics | Content Standard 5:All students will participate successfully in selected health enhancing,lifelong physical activity.Content Standard 8:All students will develop and maintain healthy levels offlexibility of selected joints ofthe body.Content Standard 10:All students will apply the concepts of body awareness, time, space, direction and force to movement.Content Standard 11:All students will explain and apply the essential steps inlearning motor skills. | • Individual skill development• Cooperative games• Partner work• Team work• Skill assessment• hip/low back/ leg flexibility exercises• arm/ shoulder flexibility exercises• neck/ trunk flexibility exercises• muscle location lessons• Cooperative movements• Group/Partner movements• Team Games• Pre-class activities• Skill drills appropriate to the activity• Individual work• Peer work• Group work | • Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and teamsports; and recreational games.• Meet standards on selected fitness activities that develop and maintain flexibility of the major joints of the hip/ low back, shoulder, neck, ankle, and trunk.• Demonstrate slow and fast movement speeds, balance, coordination and body awareness.• Detect and correct errors in personal skill performance.• Demonstrate appropriatemethods of practicing new skills.• Create/ modify activities that require the use of selected skills.• Use skills in appropriate waysin selected sports and activities.• Recognize the importance of goal setting in skill acquisition. | P.E. EquipmentAssessment Rubric Pre/Post recording sheet posters | • TeacherAssessment• PerformanceAssessment• TeacherAssessment• TeacherEvaluation• Teacher Correction & Evaluation | • WrittenAssessment• Physical FitnessAssessment• GymnasticsRoutine• Teacher Correction & Evaluation |

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|  | Content Standard 13:All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.Content Standard 14:All students will value physical activity and its contribution tolifelong health and well-being. | • Routine assessment• Physical Fitness activity• Basics of conditioning lessons• Record goal and progress in a portfolio• Group discussion• Daily work habits• Participation• Cooperative group activities• Team building activities• Healthy citizenship lesson | \* Predict, in terms of participation, in physical activities devoted to health related fitness, sports, andwork, the benefits of possessing each of the followingpersonal/social character traits;compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect,responsibility, self- discipline, and work.• Choose to exercise regularly outside of the classroom from personal enjoyment and benefit.\*Demonstrate a proper attitude in both winning and losing. | P.E. EquipmentAssessment Rubric Pre/Post recording sheet posters | • Teacher Correction & Evaluation• Teacher Correction & Evaluation | • Teacher Correction & Evaluation• Teacher Correction & Evaluation |

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| ***Unit/Chapter*** | ***Standards Taught*** | ***Lessons/Activities*** | ***Key Concepts/Vocabulary*** | ***Resources/Technology*** | ***Assessments FOR Learning (formative)*** | ***Assessments OF Learning (summative)*** |
| Invasion Games(Basketball and Soccer) | Content Standard 5:All students will participate successfully in selected health enhancing,lifelong physical activity.Content Standard 10:All students will apply the concepts of body awareness, time, space, direction and force to movement.Content Standard 11:All students will explain and apply the essential steps in learning motor skills.Content Standard 13:All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context. | • Individual skill development• Cooperative games• Partner work• Team work• Skill assessment• Lead up games• Cooperative movements• Group/Partner movements• Team Games• Pre-class activities• Skill drills appropriate to the activity• Individual work• Peer work• Group work• Games• Group discussion• Routine assessment• Physical Fitness activity• Basics of conditioning lessons• Charts• Record goal and progress in a portfolio• Maintain portfolio as a record of physical fitness | • Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and teamsports; and recreational games.• Demonstrate slow and fast movement speeds, balance, coordination and body awareness.• Detect and correct errors in personal skill performance.• Demonstrate appropriatemethods of practicing new skills.• Create/ modify activities that require the use of selected skills.• Use skills in appropriate waysin selected games, sports, and activities.• Recognize the importance of goal setting in skill acquisition.\* Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits at least 85% of the time; compassion, confidence, cooperation, fairness, honestly, loyalty, perseverance, respect,responsibility, self-discipline, and work\* Predict, in terms of | P.E. EquipmentAssessment Rubric Pre/Post recording sheet posters | • TeacherAssessment• Student computer portfolio• PerformanceAssessment• TeacherEvaluation• Teacher Correction & Evaluation• Teacher Correction & Evaluation• Individual/group discussion | • WrittenAssessment• TeacherEvaluation• Teacher Correction & Evaluation• Teacher Correction & Evaluation |

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|  | Content Standard 14:All students will value physical activity and its contribution to lifelong health and well-being. | • Group discussion• Daily work habits• Participation• Cooperative group activities• Team building activities• Healthy citizenship lesson | participation, in physical activities devoted to health related fitness, sports, andwork, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect,responsibility, self- discipline, and work.• Choose to exercise regularly outside of the classroom from personal enjoyment and benefit.\*Demonstrate a proper attitude in both winning and losing. | P.E. EquipmentAssessment Rubric Pre/Post recording sheet posters | • Teacher Correction & Evaluation | • Teacher Correction & Evaluation |

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| ***Unit/Chapter*** | ***Standards Taught*** | ***Lessons/Activities*** | ***Key Concepts/Vocabulary*** | ***Resources/Technology*** | ***Assessments FOR Learning (formative)*** | ***Assessments OF Learning (summative)*** |
| Fitness(Weight Lifting andConditioning) | Content Standard 5:All students will participate successfully in selectedhealth enhancing,lifelong physical activity.Content Standard 6:All students will developand maintain healthy levels of cardiorespiratory endurance.Content Standard 7:All students will develop and maintain healthy levels of muscular strength and endurance.Content Standard 8:All students will develop and maintain healthy levels offlexibility of selected jointsof the body. | • Individual skill development• Partner work• Team work• Skill assessment• Run/Walk• Circuit Training• Pulse Assessment• thigh/ leg strength endurance exercises• abdominal/low backstrength/ endurance exercises• arm/shoulder strength/endurance exercises• muscle location lessons• hip/low back/ leg flexibility exercises• arm/ shoulder flexibility exercises• neck/ trunk flexibility exercises• muscle location lessons | • Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and teamsports; and recreational games.• Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g. timed or distanced walk/run and other endurance activitiesat specified heart rate/recovery).• Meet standards on selected fitness activities that develop and maintain muscular strengthand endurance of the abdominal, lower back, upper body, thigh, lower leg, and neck.• Meet standards on selected fitness activities that develop and maintain flexibility of the major joints of the hip/ low back, shoulder, neck, ankle, and trunk. | P.E. EquipmentAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet posters | • TeacherAssessment• PerformanceAssessment• TeacherAssessment• TeacherAssessment• Physical FitnessAssessment• TeacherAssessment• Physical FitnessAssessment | • WrittenAssessment• Muscle Quiz• 1 mile walk/runAssessment |

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|  | Content Standard 9:All students will recognize and understand the benefits ofhealthy body composition.Content Standard 10:All students will apply the concepts of body awareness, time, space, direction and force to movement.Content Standard 12:All students will describe the effects of activity and inactivity and formulates examples of lifestyle choices that result in the development and maintenance of health related fitnessContent Standard 13:All students will demonstrate appropriate behavior related toselected personal/social charactertraits that commonly emerge in a physical activity context. | • group discussion• worksheets/ charts• height weight data• basics of conditioning lessons• Cooperative movements• Group/Partner movements• Team Games• Pre-class activities• Group discussion• Demonstrations• Lead-up activities• Rule assessments• Cooperative group work• Games and sports• Healthy citizenship lessons• Group discussion• Routine assessment• Physical Fitness activity• Basics of conditioning lessons• Charts• Record goal and progress in a portfolio• Maintain portfolio as a record of physical fitness | • Demonstrate an awareness of body composition.• Demonstrate slow and fast movement speeds, balance, coordination and body awareness.\*Identify three life-long physical activities that one enjoys themost and summarize the reasonswhy these activities are valued more that others\* Predict, in terms of participation, in physical activities devoted to health related fitness, sports, andwork, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect,responsibility, self- discipline, and work. | Assessment Rubric Pre/Post recording sheet postersP.E. EquipmentAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet posters | • TeacherAssessment• TeacherEvaluation• TeacherEvaluation• Teacher Correction & Evaluation• Individual/group discussion | • TeacherEvaluation• TeacherEvaluation• Teacher Correction & Evaluation |

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| ***\Unit/Chapter*** | ***Standards Taught*** | ***Lessons/Activities*** | ***Key Concepts/Vocabulary*** | ***Resources/Technology*** | ***Assessments FOR Learning (formative)*** | ***Assessments OF Learning (summative)*** |
| Net/Wall Games(Tennis and Volleyball) | Content Standard 5:All students will participate successfully in selected health enhancing,lifelong physical activity.Content Standard 10:All students will apply the concepts of body awareness, time, space, direction and force to movement.Content Standard 11:All students will explain and apply the essential steps in learning motor skills.Content Standard 13:All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context. | • Individual skill development• Cooperative games• Partner work• Team work• Skill assessment• Lead up games• Cooperative movements• Group/Partner movements• Team Games• Pre-class activities• Skill drills appropriate to the activity• Individual work• Peer work• Group work• Games• Group discussion• Routine assessment• Physical Fitness activity• Basics of conditioning lessons• Charts• Record goal and progress in a portfolio• Maintain portfolio as a record of physical fitness | • Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and teamsports; and recreational games.• Demonstrate slow and fast movement speeds, balance, coordination and body awareness.• Detect and correct errors in personal skill performance.• Demonstrate appropriate methods of practicing new skills.• Create/ modify activities that require the use of selected skills.• Use skills in appropriate ways in selected games, sports, andactivities.• Recognize the importance of goal setting in skill acquisition.\* Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits at least 85% of the time; compassion, confidence, cooperation, fairness, honestly, loyalty, perseverance, respect, responsibility, self-discipline, | P.E. EquipmentAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet posters | • TeacherAssessment• Student computer portfolio• PerformanceAssessment• TeacherEvaluation• Teacher Correction & Evaluation• Teacher Correction & Evaluation• Individual/group discussion | • WrittenAssessment• TeacherEvaluation• Teacher Correction & Evaluation• Teacher Correction & Evaluation |

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|  | Content Standard 14:All students will value physical activity and its contribution to lifelong health and well-being. | • Group discussion• Daily work habits• Participation• Cooperative group activities• Team building activities• Healthy citizenship lesson | and work\* Predict, in terms of participation, in physical activities devoted to health related fitness, sports, andwork, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect,responsibility, self- discipline, and work.• Choose to exercise regularly outside of the classroom from personal enjoyment and benefit.\*Demonstrate a proper attitude in both winning and losing. | P.E. EquipmentAssessment Rubric Pre/Post recording sheet posters | • Teacher Correction & Evaluation | • Teacher Correction & Evaluation |

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| ***Unit/Chapter*** | ***Standards Taught*** | ***Lessons/Activities*** | ***Key Concepts/Vocabulary*** | ***Resources/Technology*** | ***Assessments FOR Learning (formative)*** | ***Assessments OF Learning (summative)*** |
| ***Applied Health******Concepts*** | **Content Standard 1:** All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues. | Body systems are taught in 5th grade.6th grade NutritionClass discussion 7th grade health.- self image-STI's-CSC Laws-HIV/AIDSClass discussion 8th grade health.-alcohol-tobacco-drugs-relationships-CSC/abstinence review | \* Describe how health is influenced by the interaction of body systems.\* Explain the relationship between positive healthbehaviors and the prevention ofinjury, illness, disease, and other health problems.\* Describe the interrelationship of physical, intellectual,emotional, and social health duringadolescence.\* Describe how the family and peers influence the health ofindividuals.\* Analyze how heredity, environment, and personal health are related.\* Describe ways to reduce risks related to adolescent healthproblems.\* Recognize that most causes of premature health problems can be prevented by positive health practicesand appropriate health care.\*Analyze reasons for young people to remain abstinent isthe only 100% way effectivemethod of protection of HIV, other serious communicable disease, and pregnancy. | \* videos-Nutrition-Alcohol, Tobacco, Drug\* powerpoint\* computerAssessment Rubric Pre/Post recording sheet posters | \* Written tests\* Projects\* Class discussion! Survey | \* Written tests\* Projects\* Class discussion! Survey |

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| ***Accessing******Information Services*** | **Content Standard 2:** All students will access valid health information and appropriate health promoting products and services. | 6th grade NutritionClass discussion 7th grade health.- self image-STI'sCSC Laws-HIV/AIDSClass discussion 8th grade health.-alcohol-tobacco-drugs-relationships | \* Analyze the validity of health information, products, and services.\* Demonstrate the ability to utilize resources from the home, school, and community that provide accurate health information.\* Analyze how media influences the selection of health information and products.\* Synthesize accurate information from a variety of sources regarding a community health issue.\* Compare the costs and validity of health products.\* Describe situations requiring professional health services. | \* videos-Nutrition-Alcohol, Tobacco, Drug\* powerpoint\* computerAssessment Rubric Pre/Post recording sheet posters | \* Written tests\* Projects\* Class discussion\* Survey | \* Written tests\* Projects\* Class discussion! Survey |

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| ***Health Behaviors*** | **Content Standard 3:** All students will practice health enhancing behaviors and reduce health risks. | 6th grade NutritionClass discussion 7th grade health.- self image-STI's-HIV/AIDSClass discussion 8th grade health.-alcohol-tobacco-drugs-relationships | \* Explain the importance of assuming responsibility for personal health behaviors.\* Distinguish between safe, risky, and harmful behaviors in relationships.\* Demonstrate strategies to positively manage stress.\* Demonstrate ways to avoid threatening situations and reduce conflict.\* Demonstrate strategies to improve personal and familyhealth.\* Develop injury preventionand management strategies for personal and family health. | \* videos-Nutrition-Alcohol, Tobacco, Drug\* powerpoint\* computerAssessment Rubric Pre/Post recording sheet posters | \* Written tests\* Projects\* Class discussion! Survey | \* Written tests\* Projects\* Class discussion! Survey |

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| ***Influences*** | **Content Standard 4:** All students will analyze the influence of cultural beliefs, media, and technology on health. | 6th grade NutritionClass discussion 7th grade health.- self image-STI's-HIV/AIDSClass discussion 8th grade health.-alcohol-tobacco-drugs-relationships | \* Describe the influence of cultural beliefs on health behaviors and the use of health services.\* Describe how messages from media and other sources influence health behaviors.\* Analyze the influence of technology on personal and family health.\* Analyze how information from peers influences health. | \* videos-Nutrition-Alcohol, Tobacco, Drug\* powerpoint* computer

Assessment Rubric Pre/Post recording sheet posters | \* Written tests\* Projects\* Class discussion\* Survey | \* Written tests\* Projects\* Class discussion\* Survey |

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| ***Goal Setting and******Decision Making*** | **Content Standard 5:** All students will use goal setting and decision-making skills to enhance health. | 6th grade NutritionClass discussion 7th grade health.- self image-STI's-HIV/AIDSClass discussion 8th grade health.-alcohol-tobacco-drugs-relationships | \* Demonstrate the ability to apply a decision making process to health issues and problems individually and collaboratively.\* Demonstrate the ability to ask for assistance when making health-related decisions.\* Analyze the role of individual, family, community, and cultural values when making health related decisions.\* Explain how decisions regarding health behaviors have consequences on self and others.\* Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.\* Apply strategies and skills needed to attain personal health goals. | \* videos-Nutrition-Alcohol, Tobacco, Drug\* powerpoint* computer

Assessment Rubric Pre/Post recording sheet posters | \* Written tests\* Projects\* Class discussion\* Survey | \* Written tests\* Projects! Class discussion! Survey |

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| ***Social Skills*** | **Content Standard 6:** All students will demonstrate effective interpersonal communication and other social skills which enhance health. | \*Counseling Department-bullying-relationships-respect-cyber bullying6th grade NutritionClass discussion 7th grade health.- self image-STI's-HIV/AIDSClass discussion 8th grade health.-alcohol-tobacco-drugs-relationships | \* Demonstrate effective verbal and nonverbal communication skills.\* Describe how the behavior of family and peers affects interpersonal communication.\* Demonstrate healthy ways to express needs, wants, and feelings.\* Demonstrate ways to communicate care, consideration, empathy, and respect for self and others.\* Demonstrate communicationskills for building and maintaining healthy relationships.\* Demonstrate attentive listening skills.\* Demonstrate refusal and negotiation skills to enhance health.\* Analyze the possible causes of conflict among youth in schools and communities.\* Demonstrate strategies to manage conflict in healthy ways. | \* videos-Nutrition-Alcohol, Tobacco, Drug\* powerpoint* computer

Assessment Rubric Pre/Post recording sheet posters | \* Written tests\* Projects\* Class discussion\* Survey | \* Written tests\* Projects\* Class discussion\* Survey |