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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 of  flexibility of selected joints of  the 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 in  learning 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 team  sports; 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 appropriate  methods of practicing new skills.  • Create/ modify activities that require the use of selected skills.  • Use skills in appropriate ways  in selected sports and activities.  • Recognize the importance of goal setting in skill acquisition. | P.E. Equipment  Assessment  Rubric Pre/Post recording sheet posters | • Teacher  Assessment  • Performance  Assessment  • Teacher  Assessment  • Teacher  Evaluation  • Teacher Correction & Evaluation | • Written  Assessment  • Physical Fitness  Assessment  • Gymnastics  Routine  • 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 to  lifelong 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, and  work, 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. Equipment  Assessment  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 team  sports; 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, 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. Equipment  Assessment  Rubric Pre/Post recording sheet posters | • Teacher  Assessment  • Student computer portfolio  • Performance  Assessment  • Teacher  Evaluation  • Teacher Correction & Evaluation  • Teacher Correction & Evaluation  • Individual/group discussion | • Written  Assessment  • Teacher  Evaluation  • 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, and  work, 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. Equipment  Assessment  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 and  Conditioning) | Content Standard 5:  All students will participate successfully in selected  health enhancing,  lifelong physical activity.  Content Standard 6:  All students will develop  and 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 of  flexibility of selected joints  of the body. | • Individual skill development  • Partner work  • Team work  • Skill assessment  • Run/Walk  • Circuit Training  • Pulse Assessment  • thigh/ leg strength endurance exercises  • abdominal/low back  strength/ 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 team  sports; 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 activities  at specified heart rate/recovery).  • Meet standards on selected fitness activities that develop and maintain muscular strength  and 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. Equipment  Assessment  Rubric Pre/Post recording sheet posters  Assessment  Rubric Pre/Post recording sheet posters  Assessment  Rubric Pre/Post recording sheet posters  Assessment  Rubric Pre/Post recording sheet posters | • Teacher  Assessment  • Performance  Assessment  • Teacher  Assessment  • Teacher  Assessment  • Physical Fitness  Assessment  • Teacher  Assessment  • Physical Fitness  Assessment | • Written  Assessment  • Muscle Quiz  • 1 mile walk/run  Assessment |

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|  | Content Standard 9:  All students will recognize and understand the benefits of  healthy 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 fitness  Content Standard 13:  All students will demonstrate appropriate behavior related to  selected personal/social character  traits 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 the  most and summarize the reasons  why these activities are valued more that others  \* Predict, in terms of participation, in physical activities devoted to health related fitness, sports, and  work, 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 posters  P.E. Equipment  Assessment  Rubric Pre/Post recording sheet posters  Assessment  Rubric Pre/Post recording sheet posters  Assessment  Rubric Pre/Post recording sheet posters | • Teacher  Assessment  • Teacher  Evaluation  • Teacher  Evaluation  • Teacher Correction & Evaluation  • Individual/group discussion | • Teacher  Evaluation  • Teacher  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)*** |
| 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 team  sports; 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, 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, | P.E. Equipment  Assessment  Rubric Pre/Post recording sheet posters  Assessment  Rubric Pre/Post recording sheet posters  Assessment  Rubric Pre/Post recording sheet posters  Assessment  Rubric Pre/Post recording sheet posters | • Teacher  Assessment  • Student computer portfolio  • Performance  Assessment  • Teacher  Evaluation  • Teacher Correction & Evaluation  • Teacher Correction & Evaluation  • Individual/group discussion | • Written  Assessment  • Teacher  Evaluation  • 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, and  work, 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. Equipment  Assessment  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 Nutrition  Class discussion 7th grade health.  - self image  -STI's  -CSC Laws  -HIV/AIDS  Class 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 health  behaviors and the prevention of  injury, illness, disease, and other health problems.  \* Describe the interrelationship of physical, intellectual,  emotional, and social health during  adolescence.  \* Describe how the family and peers influence the health of  individuals.  \* Analyze how heredity, environment, and personal health are related.  \* Describe ways to reduce risks related to adolescent health  problems.  \* Recognize that most causes of premature health problems can be prevented by positive health practices  and appropriate health care.  \*Analyze reasons for young people to remain abstinent is  the only 100% way effective  method of protection of HIV, other serious communicable disease, and pregnancy. | \* 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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| ***Accessing***  ***Information Services*** | **Content Standard 2:** All students will access valid health information and appropriate health promoting products and services. | 6th grade Nutrition  Class discussion 7th grade health.  - self image  -STI's  CSC Laws  -HIV/AIDS  Class 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  \* computer  Assessment  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 Nutrition  Class discussion 7th grade health.  - self image  -STI's  -HIV/AIDS  Class 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 family  health.  \* Develop injury prevention  and management strategies for personal and family 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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| ***Influences*** | **Content Standard 4:** All students will analyze the influence of cultural beliefs, media, and technology on health. | 6th grade Nutrition  Class discussion 7th grade health.  - self image  -STI's  -HIV/AIDS  Class 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 Nutrition  Class discussion 7th grade health.  - self image  -STI's  -HIV/AIDS  Class 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 bullying  6th grade Nutrition  Class discussion 7th grade health.  - self image  -STI's  -HIV/AIDS  Class 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 communication  skills 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 |