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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 | STRIKING  /FIELDING Baseball & Golf) | 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. | • Individual skill development  • Cooperative games  • Partner work  • Team work  • Skill assessment  • Lead up 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. | • Demonstrating an exposure  level of competence in the following categories: personal conditioning; individual, duel, and team sports; and recreational games.  • Team Games  • Skill drills appropriate to the activity  • Individual work  • Peer work  • Group work  • Lead up activities  • Games  • Personal conditioning lessons | 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  • Written  Assessment  • Performance  Assessment  • Teacher  Evaluation  • Teacher Correction & Evaluation | • Teacher  Assessment  • Written  Assessment  • Performance  Assessment  • Teacher  Evaluation  • Teacher Correction & Evaluation |

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|  | STRICKING  /FIELDING (baseball & Golf) | Content Standard 13: All students will demonstrate appropriate behavior related to selected  personal/social character traits that commonly emerge in a physical activity context. | \* 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 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. | • Group discussion  • Routine assessment  • Physical Fitness activity  • Basics of conditioning lessons | P.E. Equipment  Assessment  Rubric Pre/Post recording sheet posters | • Teacher  Evaluation  • Written  Assessment  • Individual/group discussion | • Teacher  Evaluation  • Written  Assessment  • Individual/group discussion |

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|  | STRICKING  /FIELDING (baseball & Golf) | Content Standard 14: All students will value physical activity  and its contribution to lifelong health  and well-being. | • Choose to exercise regularly outside  of the classroom from personal enjoyment and benefit.  • Enjoy aesthetic and creative aspects of skilled performance while respecting physical and performance limitations in self and others.  \*Demonstrate a proper attitude in both winning and losing. | • Group discussion  • Daily work habits  • Participation  • Cooperative group activities  • Team building activities  • Healthy citizenship lesson | P.E. Equipment  Assessment  Rubric Pre/Post recording sheet posters | • Teacher Correction & Evaluation | • Teacher Correction & Evaluation |

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| Week  3-4 | INVASION (Basketball & Floor Hockey) | 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. | • 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. | • 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  • Lead up activities  • Games | 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  • Written  Assessment  • Performance  Assessment  • Teacher  Evaluation  • Teacher Correction & Evaluation | • Teacher  Assessment  • Written  Assessment  • Performance  Assessment  • Teacher  Evaluation  • Teacher Correction & Evaluation |

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|  | INVASION (Basketball & Floor Hockey) | Content Standard 13: All students will demonstrate appropriate behavior related to selected  personal/social character traits that commonly emerge in a physical activity context. | \* 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 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. | • Group discussion  • Routine assessment  • Basics of conditioning lessons | P.E. Equipment  Assessment  Rubric Pre/Post recording sheet posters | • Teacher  Evaluation  • Individual/group discussion | • Teacher  Evaluation  • Individual/group discussion |

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|  | INVASION (Basketball & Floor Hockey) | Content Standard 14: All students will value physical activity  and its contribution to lifelong health  and well-being. | • Choose to exercise regularly outside  of the classroom from personal enjoyment and benefit.  • Enjoy aesthetic and creative aspects of skilled performance while respecting physical and performance limitations in self and  others.  \*Demonstrate a proper attitude in both winning and losing. | • Group discussion  • Daily work habits  • Participation  • Cooperative group activities  • Team building activities  • Healthy citizenship lesson | P.E. Equipment  Assessment  Rubric Pre/Post recording sheet posters | • Teacher Correction & Evaluation | • Teacher Correction & Evaluation |

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| Week 5-6 | FITNESS | 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. | • 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 abdomen, lower back, upper body, thigh, lower leg, and neck. | • Individual skill development  • Cooperative games  • Partner work  • Team work  • Skill assessment  • Lead up games  • Run/Walk  • Circuit Training  • Bench Step  • Pulse Assessment  • Aerobic Training  • thigh/ leg strength endurance exercises  • abdominal/low back strength/ endurance exercises  • arm/shoulder strength/  endurance exercises  • muscle location lessons | 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  • Student computer portfolio  • Written  Assessment  • Performance  Assessment  • Teacher  Assessment  • 1 mile walk/run Assessment  • Student Computer Portfolio  • Teacher  Assessment  • Physical Fitness Assessment  • Student Computer Portfolio | • Teacher  Assessment  • Student computer portfolio  • Written  Assessment  • Performance  Assessment  • Teacher  Assessment  • 1 mile walk/run Assessment  • Student Computer Portfolio  • Teacher  Assessment  • Physical Fitness Assessment  • Student Computer Portfolio |

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|  | FITNESS | Content Standard 8:  All students will develop and maintain healthy levels of flexibility of selected joints of the body.  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. | • 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.  • Assess personal status of body composition  • Demonstrate slow and fast movement speeds, balance, coordination and body awareness. | • hip/low back/ leg flexibility exercises  • arm/ shoulder flexibility exercises  • neck/ trunk flexibility exercises  • muscle location lessons  • group discussion  • worksheets/ charts  • monitor height/weight data  • basics of conditioning lessons  • Flee & Chase activities  • Cooperative movements  • Group/Partner movements  • Team Games  • Pre-class activities | 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  • Physical Fitness Assessment  • Student Computer Portfolio  • Teacher  Assessment  • Student Computer Portfolio  • Teacher  Evaluation  • Student Computer Portfolio | • Teacher  Assessment  • Physical Fitness Assessment  • Student Computer Portfolio  • Teacher  Assessment  • Student Computer Portfolio  • Teacher  Evaluation  • Student Computer Portfolio |

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|  | FITNESS | 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 | \* Describe the long term psychological effects of right kinds and regular amounts of  physical activity.  \* Describe the effects of inactivity on health-related fitness, growth, and performance.  \* Analyze potential risks associated with selected lifelong physical activities commonly used to develop aerobic capacity, aerobic capacity, muscular strength, muscular endurance, muscular power, flexibility, weight control, and with selected physical  recreational and competitive activities.  \* Analyze and categorize physical activities that will improve cardio endurance: strength and endurance of the arms, shoulders and abdominal area; hip  flexibility; and will result in an optimal level of body composition while avoiding the potential detrimental effects of activity.  Identify a range of physical activities  that those with physical disabilities can participate in to improve and/or  maintain health.  \*Identify a three life-long physical activities that one | • Group discussion  • Demonstrations  • Lead-up activities  • Rule assessments  • Cooperative group work  • Games and sports  • Healthy citizenship lessons | P.E. Equipment  Assessment  Rubric Pre/Post recording sheet posters | • Teacher Correction & Evaluation  • Student Computer Portfolio | • Teacher Correction & Evaluation  • Student Computer Portfolio |

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|  | FITNESS | . | enjoys the most and summarize the reasons why these activities are valued more that others  \* Recognize the effects of heat, cold, and selected substances (tobacco, alcohol, and other drugs) on personal health and performance in physical activities. |  | P.E. Equipment |  |  |

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|  | 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 | \* 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 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, | • 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 | P.E. Equipment  Assessment  Rubric Pre/Post recording sheet posters | • Teacher  Evaluation  • Student Computer Portfolio  • Individual/group discussion | • Teacher  Evaluation  • Student Computer Portfolio  • Individual/group discussion |

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| Week 7-8 | NET/WALL  (Tennis & 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. | • 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. | • Individual skill development  • Cooperative games  • Partner work  • Team work  • Skill assessment  • Lead up games  • Flee & Chase activities  • Cooperative movements  • Group/Partner movements  • Team Games  • Pre-class activities | P.E. Equipment  Assessment  Rubric Pre/Post recording sheet posters  Assessment  Rubric Pre/Post recording sheet posters | • Teacher  Assessment  • Written  Assessment  • Performance  Assessment  • Teacher  Evaluation | • Teacher  Assessment  • Written  Assessment  • Performance  Assessment  • Teacher  Evaluation |

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|  | NET/WALL  (Tennis & Volleyball) | Content Standard 11:  All students will explain and apply the essential steps in learning motor skills. | • 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. | • Skill drills appropriate to the activity  • Individual work  • Peer work  • Group work  • Lead up activities  • Games  • Personal conditioning lessons | P.E. Equipment  Assessment  Rubric Pre/Post recording sheet posters | • Teacher Correction & Evaluation | • Teacher Correction & Evaluation |

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|  | NET/WALL  (Tennis & Volleyball) | | Content Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context. | | \* 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 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. | | • Group discussion  • Routine assessment  • Physical Fitness activity  • Basics of conditioning lessons | | P.E. Equipment  Assessment  Rubric Pre/Post recording sheet posters | | • Teacher  Evaluation  • Individual/group discussion | | • Teacher  Evaluation  • Individual/group discussion | |
| ***Unit/Chapter*** | | ***Standards Taught*** | | ***Lessons/Activities*** | | ***Key Concepts/Vocabulary*** | | ***Resources/Technology*** | | ***Assessments FOR Learning (formative)*** | | ***Assessments OF Learning (summative)*** | |
| Archery  Week 1-4 | | Content Standard 1: Applied Health Concepts   * Recognize that health behaviors influence an individual’s well being . * Describe how physical. Social, and emotional environments influence personal health.   Content Standard 2:  Accessing Information Services   * Demonstrate the ability to locate resources from the home, school, and community that provide valid health information,   Content Standard 3: Health Behaviors   * Identify responsibility health behaviors * Demonstrate strategies to improve or maintain personal health.   Content Standard 4: Influences   * Describe how culture influences personal health practices. * Explain how information from | | Students will demonstrate skills that promote individual well being.  Students perform physical movement skills effectively in a variety of settings,  Archery skills and techniques:   * Techniques (including practice and self-evaluation) are used to develop skills related to performance in games and/or sports. * Principles of motor skills refinement such as accuracy, technique and movement require a logical and sequential approach.   Essential questions:   * How can I participate in archery in a safe and responsible manner? * How do I successfully perform archery skill? | | Safety strategies  Archery equipment  Archery techniques  Basic shooting form  Archery rules  Scoring procedures  Archery etiquette and sportsmanship  Archery history  Physical, social and emotional benefits of archery | | Archery equipment – bows, arrows, targets, quivers, backdrop curtain  Whistle safety rules poster  Tape | | • Teacher Correction & Evaluation | | • Teacher Correction & Evaluation | |
| Archery  Week 5-8 | | * School and family influences health.   Content Standard 5: goal setting and decision making   * Predict outcomes of positive health decision making/problem solving problems.   Content Standard 6: Social Skills   * Describe characteristics needed to be a responsible friend and family member (team member)   Content Standard 7: Health Advocacy   * Express information and opinions about health issues in written and oral form. * Demonstrate the ability to influence and support other in making positive health choices.   Mathematics  Strand I: number and operations   * N.FL.04.08- add and subtract whole numbers | | * How can I use the string bow tool to improve my archery skills? | | Safety strategies  Archery equipment  Archery techniques  Basic shooting form  Archery rules  Scoring procedures  Archery etiquette and sportsmanship  Archery history  Physical, social and emotional benefits of archery | | Archery equipment – bows, arrows, targets, quivers, backdrop curtain  Whistle safety rules poster  Tape | | • Teacher Correction & Evaluation | | • Teacher Correction & Evaluation | |