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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 errorsin 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 exposurelevel 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. EquipmentAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet posters | • TeacherAssessment• WrittenAssessment• PerformanceAssessment• TeacherEvaluation• Teacher Correction & Evaluation | • TeacherAssessment• WrittenAssessment• PerformanceAssessment• TeacherEvaluation• Teacher Correction & Evaluation |

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|  | STRICKING/FIELDING (baseball & Golf) | Content Standard 13: All students will demonstrate appropriate behavior related to selectedpersonal/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 tohealth 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. EquipmentAssessment Rubric Pre/Post recording sheet posters | • TeacherEvaluation• WrittenAssessment• Individual/group discussion | • TeacherEvaluation• WrittenAssessment• Individual/group discussion |

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|  | STRICKING/FIELDING (baseball & Golf) | Content Standard 14: All students will value physical activityand its contribution to lifelong healthand well-being. | • Choose to exercise regularly outsideof 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. EquipmentAssessment 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 errorsin 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. EquipmentAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet posters | • TeacherAssessment• WrittenAssessment• PerformanceAssessment• TeacherEvaluation• Teacher Correction & Evaluation | • TeacherAssessment• WrittenAssessment• PerformanceAssessment• TeacherEvaluation• Teacher Correction & Evaluation |

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|  | INVASION (Basketball & Floor Hockey) | Content Standard 13: All students will demonstrate appropriate behavior related to selectedpersonal/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. EquipmentAssessment Rubric Pre/Post recording sheet posters | • TeacherEvaluation• Individual/group discussion | • TeacherEvaluation• Individual/group discussion |

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|  | INVASION (Basketball & Floor Hockey) | Content Standard 14: All students will value physical activityand its contribution to lifelong healthand well-being. | • Choose to exercise regularly outsideof the classroom from personal enjoyment and benefit.• Enjoy aesthetic and creative aspects of skilled performance while respecting physical and performance limitations in self andothers.\*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. EquipmentAssessment 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 fitnessactivities 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 fitnessactivities 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. EquipmentAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet posters | • TeacherAssessment• Student computer portfolio• WrittenAssessment• PerformanceAssessment• TeacherAssessment• 1 mile walk/run Assessment• Student Computer Portfolio• TeacherAssessment• Physical Fitness Assessment• Student Computer Portfolio | • TeacherAssessment• Student computer portfolio• WrittenAssessment• PerformanceAssessment• TeacherAssessment• 1 mile walk/run Assessment• Student Computer Portfolio• TeacherAssessment• 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 fitnessactivities 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. EquipmentAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet posters | • TeacherAssessment• Physical Fitness Assessment• Student Computer Portfolio• TeacherAssessment• Student Computer Portfolio• TeacherEvaluation• Student Computer Portfolio | • TeacherAssessment• Physical Fitness Assessment• Student Computer Portfolio• TeacherAssessment• Student Computer Portfolio• TeacherEvaluation• Student Computer Portfolio |

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|  | FITNESS | Content Standard 12:All students will describe the effects ofactivity and inactivity and formulates examples of lifestyle choices that result in the developmentand maintenance of health related fitness | \* Describe the long term psychological effects of right kinds and regular amounts ofphysical 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 physicalrecreational and competitive activities.\* Analyze and categorize physical activities that will improve cardio endurance: strength and endurance of the arms, shoulders and abdominal area; hipflexibility; and will result in an optimal level of body composition while avoiding the potential detrimental effects of activity.Identify a range of physical activitiesthat those with physical disabilities can participate in to improve and/ormaintain 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. EquipmentAssessment 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 toselected personal/social charactertraits that commonly emerge in aphysical 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 tohealth 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. EquipmentAssessment Rubric Pre/Post recording sheet posters | • TeacherEvaluation• Student Computer Portfolio• Individual/group discussion | • TeacherEvaluation• 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. EquipmentAssessment Rubric Pre/Post recording sheet postersAssessment Rubric Pre/Post recording sheet posters | • TeacherAssessment• WrittenAssessment• PerformanceAssessment• TeacherEvaluation | • TeacherAssessment• WrittenAssessment• PerformanceAssessment• TeacherEvaluation |

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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 errorsin 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. EquipmentAssessment 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 thefollowing 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 tohealth 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. EquipmentAssessment Rubric Pre/Post recording sheet posters | • TeacherEvaluation• Individual/group discussion | • TeacherEvaluation• Individual/group discussion |