

Physical Education Department
Pacing Guide Grades 5-8

Unit: Aventure

Unit Name	Adventure (5 th)
Content <i>(Topics Covered)</i>	Team building, Character building, Challenge by choice, Spotting, Safety, Mohawk walk, Nitro-crossing, Cargo Net
Time to teach	4 classes, 44 min./class
Essential Questions <i>(What you teach)</i>	How can working together with others help me succeed? How do my actions affect others?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to respect differences in others. Students will be able to work as a team to accomplish problem solving activities. Students will be able to spot other students.
Learning Standards <i>(Nationals)</i>	S1 E12, S4 E2, S4 E6, S4 E4, S4 E2
Lessons/ Activities <i>(Required)</i>	1. Introduce concepts of adventure, spotting and trust lean S4 E2 2. Review concepts of adventure, spotting. Introduce leadership and communication. Participate in team building activity. S4, E1 3. Review leadership and communication. Participate in team building activity. S4 E1, S1 E12 4. Review leadership and communication. Participate in team building activity (Nitro-Crossing). S4 E2b, S1 E12
Lessons/ Activities <i>(Optional)</i>	5. Review concepts of adventure, spotting, leadership, and communication. Participate in Mohawk walk. S4 E1, E2, S1 E12 6. Review concepts of adventure, spotting, leadership, and communication. Participate in Mohawk walk. S4 E1, E2, S1 E12 7. Review concepts of adventure, spotting, leadership, and communication. Participate in Cargo Net. S4 E1, E2, S1E12 8. Review concepts of adventure, spotting, leadership, and communication. Participate in Cargo Net. S4E1, E2 S1 E12

Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input type="checkbox"/> applying knowledge and skills in authentic tasks <input type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Required Common Assessments)</i>	Adventure quiz on teamwork and spotting.
Instructional Resources <i>(Books, readings, media...)</i>	Quick Silver
Interdisciplinary Connections	Science, History

Unit Name	The Adventure Course – 6 th Grade
Content <i>(Topics Covered)</i>	<ul style="list-style-type: none"> ● Spotting ● Safety ● Challenge by Choice ● Character Building ● Ground Team Building Activities ● Nitro Crossing (With dots and mats) ● Harnesses ● Playground ● Flying Squirrel
Time to teach	4 classes that last 44 minute each.
Essential Questions <i>(What you teach)</i>	What knowledge, skills and behaviors are essential to be successful in adventure? How can working together with others help me succeed? How do my actions affect others?

	How can you use what was learned in Adventure in your life outside of school?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to respect differences in others. Students will be able to work as a team to accomplish problem solving activities. Students will be able to spot other students. Students will be able to correctly put on a harness.
Learning Standards <i>(National)</i>	S1 E12, S4 E1, S4 E2, S4 E4, S4 E6
Lessons/ Activities <i>(Required)</i>	1. Review concepts of adventure, spotting, and trust lean. S4 E2 2. Review concepts of adventure, spotting. Introduce leadership and communication. Participate in team building activity. S4 E1, E2 , E4 3. Review leadership and communication. Participate in team building activity. S1 E12, S4 E2, S4 E4 4. Review leadership and communication. Participate in team building activity (Nitro-Crossing). S1 E12, S4 E1, E2, E4 5. 4. Review leadership and communication. Participate in team building activity (Nitro-Crossing with dots). S1 E12, S4 E1, E2, E4
Lessons/ Activities <i>(Optional)</i>	6. Review concepts of adventure and learn how to put on harnesses correctly. 7. Review concepts of adventure, spotting, leadership, harnesses and communication. (Playground) 8. Review concepts of adventure, spotting, harnesses, leadership, and communication. (Playground) 9. Review concepts of adventure, spotting, harnesses, leadership, and communication. (Flying Squirrel) 10. Review concepts of adventure, spotting, harnesses, leadership, and communication. (Flying Squirrel)
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Required Common Assessments)</i>	Adventure Quiz on harnesses, spotting, teamwork, and leadership

Instructional Resources (Books, readings, media...)	Quick silver
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Unit Name	Adventure Grades 7 and 8
Content (Topics Covered)	Students will participate in a fitness based warm-up. The topics covered in this unit are: teamwork, problem solving, positive interactions, self esteem, spatial awareness, body awareness, safety, and spotting.
Time to teach	4 (44 minute) classes
Essential Questions (What you teach)	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? What knowledge, skills, and behaviors are essential to successful participation in Adventure Activities?
Unit Objectives (What will students know and be able to do)	Students will be able to participate in a warm up designed to improve their physical fitness. Students will understand that challenge, problem solving, creativity, self expression, and social interaction are important, life enhancing experiences that are found in project adventure activities. Students will gain valuable self confidence and understand the importance of teamwork, cooperation, listening, and following directions. Students will understand the importance of leadership.
Learning Standards (National Standards)	S1-M22 S2-M13 S4-M1 S4-M5 S5-M3
Lessons/ Activities (Required)	Lesson 1: The focus of the lesson will be how to appropriately put on and take off a harness, fasten a harness to a rope, and climbing commands. Lesson 2-6: The focus of these lessons will be participating in high elements.
	<u> X </u> personalizing instruction

Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric.
Assessments <i>(Optional)</i> Homework: Projects: Quizzes/Tests:	Students, at the end of the Adventure Unit, will complete a self-assessment checklist to test comprehension and participation.
Instructional Resources <i>(Books, readings, media...)</i>	P.E. Curriculum

Unit: Badminton

Unit Name	Badminton Grades 5
Content <i>(Topics Covered)</i>	Fitness Based Warm-up Forehand and Backhand grip and stroke Serve Volley
Time to teach	4 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How Fit is healthy for someone your age? What must you know to effectively monitor your own health –related fitness? What knowledge, skills, and behaviors are essential to successful participation in a badminton game?

Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to hit a shuttlecock with a forehand and backhand grip. Students will be able to serve. Students will be able to participate in a modified game.
Learning Standards <i>(Frameworks)</i>	S1.E24, S1.E25, S2.E1, S2.E3.5B, S2.E5.5C, S4.E6.5, S4.E2.5B
Lessons/ Activities <i>(Required)</i>	Lesson 1: Introduce forehand and backhand Lesson 2: Introduce volleying and serving Lesson 3: Introduce net play and scoring Lesson 4: Review previous skills and play a modified game
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Required Common Assessments)</i>	PE Rubric
Assessments <i>(Optional)</i> Homework: Projects: Quizzes/Tests:	Badminton Quiz

Unit Name	Badminton Grades 6
Content <i>(Topics Covered)</i>	Fitness Based Warm-up Forehand and Backhand grip and stroke Serve Volley

Time to teach	4 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How Fit is healthy for someone your age? What must you know to effectively monitor your own health –related fitness? What knowledge, skills, and behaviors are essential to successful participation in a badminton game?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to hit a shuttlecock with a forehand and backhand grip. Students will be able to serve. Students will be able to participate in a modified game.
Learning Standards <i>(Frameworks)</i>	S1.M12.6, S1.M13.6, S1.M14.6, S1.M15.6, S1.M16.6, S2.M7.6, S2.M8.6, S2.M10.6, S4.M1.6, S4.M6.6, S4.M7.6, S5.M6.6
Lessons/ Activities <i>(Required)</i>	Lesson 1: Introduce forehand and backhand Lesson 2: Introduce volleying and serving Lesson 3: Introduce net play and scoring Lesson 4: Review previous skills and play a modified game
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Required Common Assessments)</i>	PE Rubric
Assessments <i>(Optional)</i> Homework: Projects: Quizzes/Tests:	Badminton Quiz

Unit Name	Badminton, Grades 7 and 8
Content (Topics Covered)	Students will participate in a fitness based warm-up. The topics covered in this unit include: serving, striking, forehand, backhand, weight transfer, and volleying.
Time to teach	4-6 (44 minute) classes
Essential Questions (What you teach)	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? What knowledge, skills, and behaviors are essential to successful participation in a badminton game?
Unit Objectives (What will students know and be able to do)	Students will be able to strike, serve, and perform a forehand and backhand stroke. Students will perform weight transfer with correct timing. Students will be able to forehand and backhand volley with mature form and control. Students will create open space by varying force and direction. Students will demonstrate offensive shot selection based on opponent's location. Students will demonstrate knowledge of rules and etiquette by self-officiating games.
Learning Standards (Frameworks)	S1-M12 S1-M13 S1-M14 S1-M15 S1-M16 S2-M7 S2-M8 S4-M6
Lessons/ Activities (Required)	Lesson 1: Review striking, backhand and forehand shots, serving. Lesson 2: The focus of this lesson will be weight transfer and volleying Lesson 3: The focus of this lesson will be creating open space and demonstrating offensive shot selection. Lesson 4: The focus of this lesson will be demonstrating a knowledge of rules and etiquette of badminton games. Lessons 5 and 6 will be used for games, tournaments and assessment.
	X personalizing instruction

Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Optional)</i> Homework: Projects: Quizzes/Tests:	See Physical Education Rubric
Instructional Resources <i>(Books, readings, media...)</i>	Physical Education Curriculum

Unit: Basketball

Unit Name	Basketball, Grades 5
Content <i>(Topics Covered)</i>	A Fitness Based Warm-up. Dribbling, Passing, Shooting.
Time to teach	4 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How Fit is healthy for someone your age? What must you know to effectively monitor your own health –related fitness? What knowledge, skills, and behaviors are essential to successful participation in a basketball game?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to dribble, pass, and shoot a basketball. Students will understand protecting the basketball while dribbling. Students will be able to participate in a modified game.

Learning Standards (Frameworks)	S1.E3.5, S1.E17.5, S1.E20.5, S1.E26.5, S2.E1.5, S2.E3.5A, S3.E2.5, S3.E4.5, S4.E2.5A, S4.E2.5B, S4.E6.5,
Lessons/ Activities (Required)	Lesson 1: Introduce dribbling and ball-handling Lesson 2: Introduce passing and receiving Lesson 3: Introduce shooting Lesson 4: Review previous skills and play a modified game
Instructional practices support the achievement of 21st C. Learning Expectations by: (check those that apply to the Unit)	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments (Required Common Assessments)	See Physical Education Rubric

Unit Name	Basketball, Grades 6
Content (Topics Covered)	A Fitness Based Warm-up. Dribbling, Passing, Shooting.
Time to teach	4 (44 minute) classes
Essential Questions (What you teach)	How Fit is healthy for someone your age? What must you know to effectively monitor your own health –related fitness? What knowledge, skills, and behaviors are essential to successful participation in a basketball game?
Unit Objectives (What will students know and be able to do)	Students will be able to dribble, pass, and shoot a basketball. Students will understand protecting the basketball while dribbling. Students will be able to participate in a modified game.

Learning Standards (Frameworks)	S1.M4.6, S1M5.6, S1.M6.6, S1.M7.6, S1.M8.6, S1.M9.6, S1.M10.6, S1.M11.6, S4.M1.6, S4.M7.6
Lessons/ Activities (Required)	Lesson 1: Introduce dribbling and ball-handling Lesson 2: Introduce passing and receiving Lesson 3: Introduce shooting Lesson 4: Review previous skills and play a modified game
Instructional practices support the achievement of 21st C. Learning Expectations by: (check those that apply to the Unit)	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments (Required Common Assessments)	See Physical Education Rubric

Unit Name	Basketball Grades 7 and 8
Content (Topics Covered)	Students will participate in a fitness based warm-up. The topics covered in this unit are: passing and receiving, offensive skills, dribbling and ball control, and creating space with offensive tactics.
Time to teach	4 to 6 (44 minute) classes
Essential Questions (What you teach)	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? What knowledge, skills, and behaviors are essential to successful participation in a basketball game?
Unit Objectives (What will students know and be able to do)	Students will be able to participate in a warm up designed to improve their physical fitness. Students will be able to participate in a game or lead up game of basketball which incorporates passing and receiving, offensive skills, dribbling and ball control, creating space with offensive tactics, and rules and etiquette..

	Students will demonstrate knowledge of rules and strategies for basketball and or basketball lead up games.
Learning Standards <i>(National Standards)</i>	S1.M5 S1.M6 S1.M7 S1.M9 S2.M2 S4.M6
Lessons/ Activities <i>(Required)</i>	Lesson 1: The focus of the lesson will be passing and receiving . Lesson 2: The focus of the lesson will be offensive skills . Lesson 3: The focus of the lesson will be dribbling and ball control . Lesson 4: The focus of the lesson will be creating space with offensive tactics . Lessons 5: The focus of the lesson will be rules and etiquette Lessons 6: The focus of the lesson will be assessment .
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self-directed learners <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology <input type="checkbox"/>
Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric.
Assessments <i>(Optional)</i> Homework: Projects: Quizzes/Tests:	See Unit plan and lesson plans.

Unit: Fitness

Unit Name	Fitness Unit, Grade 7 and 8
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Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are: barriers to an active lifestyle, different types and varieties of exercise, the difference between health and skill related components of fitness, and adjusting physical activity based on exercises needed for optimal health.
Time to teach	4 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? What knowledge, skills, and behaviors are essential to living a healthy lifestyles.
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will understand concepts such as the following: the five components of fitness, the importance of employing a variety of appropriate static stretching techniques, the difference between health related and skill related components of fitness, and how to adjust physical activity based on exercise needed for optimal health.
Learning Standards <i>(National Standards)</i>	S3-M1 S3-M7 S3-M8 S3-M9 S4-M1
Lessons/ Activities <i>(Required)</i>	Lesson 1: The focus of the lesson will be the five components of fitness. Lesson 2: The focus of the lesson will be flexibility and breathing/relaxation. Lesson 3: The focus of the lesson will be distinguishing between health and skill related components of fitness. Lesson 4: The focus of the lesson will be adjusting physical activity based on current fitness level.
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology

Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric.
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Unit: Football

Unit Name	Football, Grades 5
Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are: Catching mechanics, proper throwing mechanics, kicking and punting mechanics. Participate in Ultimate Football.
Time to teach	4 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? What knowledge, skills, and behaviors are essential to successful participation in Ultimate Football?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will be able to throw a football using the proper grip and proper throwing mechanics. Students will demonstrate proper catching techniques. Students will demonstrate proper kicking techniques. Students will demonstrate proper punting techniques.
Learning Standards <i>(Frameworks)</i>	S1.E14, S1.E15, S1.E16 (5A,5B,5C), S1.E21, S4.E1, S3.E1
Lessons/ Activities <i>(Required)</i>	Lesson 1: Focus of the lesson will be throwing and catching (S1.E14, S1.E16.5A) Lesson 2: Review throwing and catching. Play modified game. (Ultimate Football) (S4.E1) Lesson 3: Focus of lesson will be punting and kicking (S1.E21) Lesson 4: Review punting and kicking. Play modified game (S4.E1)
Instructional practices support	<u> X </u> personalizing instruction <u> X </u> engaging students in cross disciplinary learning

the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric.

Unit Name	Football, Grades 6
Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are: Catching mechanics, throwing for power and distance, catching with a mature pattern, passing and receiving with hands in combination of running and changing direction and creating space with movement. Participate in Razzle Dazzle Football.
Time to teach	4 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? What knowledge, skills, and behaviors are essential to successful participation in Razzle Dazzle Football?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will be able to throw a football using the proper grip and proper throwing mechanics. Students will demonstrate proper catching techniques. Students will apply concepts of creating space with movement.
Learning Standards <i>(Frameworks)</i>	S1.M2, S1.M3, S1.M4, S2.M1, S4.M1, S3.M9
Lessons/ Activities <i>(Required)</i>	Lesson 1: Focus of the lesson will be throwing and catching (S1.M2, S1.M3). Play modified games. Lesson 2: Review throwing and catching. Play modified game. (Razzle Dazzle Football) (S1.M4, S2.M1, S4.M1)

	Lesson 3: Razzle Dazzle (S1.M4, S2.M1, S4.M1) Lesson 4: Razzle Dazzle (S1.M4, S2.M1, S4.M1)
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric.

Unit Name	Football Pacing Guide, Grade 7
Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are: throwing, catching, offensive skills and defensive skills.
Time to teach	4 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? What knowledge, skills, and behaviors are essential to living healthy lifestyle.
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will understand concepts such as throwing and catching, offensive skills and defensive skills.
Learning Standards <i>(National Standards)</i>	S1-M2 S1-M3 S1-M7 S1-M11 S4-M1
	Lesson 1: The focus of the lesson will be throwing.

Lessons/ Activities (Required)	Lesson 2: The focus of the lesson will be catching. Lesson 3: The focus of the lesson will be offensive skills. Lesson 4: The focus of the lesson will be defensive skills.
Instructional practices support the achievement of 21st C. Learning Expectations by: (check those that apply to the Unit)	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology

Unit Name	Football, Grade 8
Content (Topics Covered)	Students will participate in a fitness based warm-up. The topics covered in this unit are: creating space with offensive tactics, transitions, reducing space by changing size and shape, and using tactics and shots.
Time to teach	4 (44 minute) classes
Essential Questions (What you teach)	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? What knowledge, skills, and behaviors are essential to successful participation in Ultimate Football?
Unit Objectives (What will students know and be able to do)	Students will be able to participate in a warm up designed to improve their physical fitness. Students will be able to participate in a game of Ultimate Football which incorporates creating space, reducing space, transitions and using tactics and shots. Students will demonstrate knowledge of rules and strategies for Ultimate Football.
Learning Standards (National Standards)	S2-M2 S2-M4 S2-M6 S2-M8 S4-M1

Lessons/ Activities (Required)	<p>Lesson 1: The focus of the lesson will be creating space with offensive tactics.</p> <p>Lesson 2: The focus of the lesson will be reducing space by changing size and shape.</p> <p>Lesson 3: The focus of the lesson will be transitions.</p> <p>Lesson 4: The focus of the lesson will be using tactics and shots.</p>
Instructional practices support the achievement of 21st C. Learning Expectations by: (check those that apply to the Unit)	<p><input checked="" type="checkbox"/> personalizing instruction</p> <p><input checked="" type="checkbox"/> engaging students in cross disciplinary learning</p> <p><input checked="" type="checkbox"/> engaging students as active and self directed learners</p> <p><input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking</p> <p><input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks</p> <p><input checked="" type="checkbox"/> engaging students in self assessment and reflection</p> <p><input type="checkbox"/> integrating technology</p>
Assessments (Required Common Assessments)	See Physical Education Rubric.

Unit: Frisbee

Unit Name	Frisbee, Grades 5
Content (Topics Covered)	A Fitness Based Warm-up Throwing and Catching a frisbee
Time to teach	4 (44 minute) classes
Essential Questions (What you teach)	<p>How fit is healthy for someone your age?</p> <p>What must you know to effectively monitor your own health-related fitness?</p> <p>What knowledge, skills, and behaviors are essential to successful participation in playing Frisbee?</p>
Unit Objectives (What will students know and be able to do)	<p>Students will be able to throw and catch a Frisbee.</p> <p>Students will understand the difference between a forehand and backhand throw.</p> <p>Students will be able to throw and catch a frisbee while on the move.</p>
Learning Standards	S1.E1.5B, S1.E15.5B, S1.E16.5C, S2.E5.5C, S3.E2.5, S4.E2.5A, S4.E6.5

<i>(Frameworks)</i>	
Lessons/ Activities <i>(Required)</i>	Lesson 1: Introduce throwing grips and play partner catch Lesson 2: Review grips, catching and receiving, introduce modified game Lesson 3: Play modified games Lesson 4: Introduce and play Frisbee Golf
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology

Unit Name	Frisbee, Grade 7 and 8
Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are throwing, catching, creating space with offensive tactics, transitions, and reducing space by changing size and shape,
Time to teach	4-6 (44) minute classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? What knowledge, skills, and behaviors are essential to successful participation in Frisbee activities?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will be able to throw and catch a Frisbee while stationary and while moving. Students will be able to create space, reduce space and transition from offense to defense. Students will demonstrate knowledge of rules and etiquette of Ultimate Frisbee by self-officiating games.
Learning Standards <i>(Frameworks)</i>	S1-M2 S1-M3 S1-M5 S2-M1 S2-M4

	S2-M5 S2-M6
Lessons/ Activities <i>(Required)</i>	Lesson 1: The focus of the lesson will be throwing and catching while on the move Lesson 2: The focus of the lesson will be creating space with offensive tactics. Lesson 3: The focus of the lesson will be reducing space by changing size and shape. Lesson 4: The focus of the lesson will be transitioning from offense to defense. Lesson 5 and 6: The focus of these lessons will be review and incorporate unit objectives into a game. These lessons can also be used as assessment.
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric

Unit: Games

Unit Name	Games Unit Grades 7 and 8
Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit include the following: cooperation skills, problem solving, knowledge of rules and etiquette, and positive social interaction.
Time to teach	4-6-44 minutes classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively monitor you r own health-related fitness?

	What knowledge, skills, and behaviors are essential to successful participation in various games.
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will participate in a variety of games demonstrating cooperation skills, problem solving, knowledge of rules and etiquette, and positive social interaction.
Learning Standards <i>(Frameworks)</i>	S4-M1 S4-M5 S4-M6 S5-M6
Lessons/ Activities <i>(Required)</i>	Team Handball, Matball, Pin Ball, Capture the Flag, Boffleball, Backyard Games, Capture the Pin Guard.
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric

Unit: Team Handball

Unit Name	Handball, Grades 7 and 8
Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are: passing and receiving, shooting on goal, offensive skills, creating space with offensive tactics, reducing space, and rules and etiquette.
Time to teach	4-6 (44 minute) classes

Essential Questions <i>(What you teach)</i>	<p>How fit is healthy for someone your age?</p> <p>What must you know to effectively monitor your own health-related fitness?</p> <p>What knowledge, skills, and behaviors are essential to successful participation in a softball game?</p>
Unit Objectives <i>(What will students know and be able to do)</i>	<p>Students will be able to participate in a warm up designed to improve their physical fitness.</p> <p>Students will be able to participate in a handball game which incorporates passing and receiving, shooting on goal, offensive skills, creating space with offensive tactics, reducing space, and rules and etiquette.</p> <p>Students will demonstrate knowledge of rules, skills, and strategies for handball in games.</p>
Learning Standards <i>(Frameworks)</i>	<p>S1.m5</p> <p>S1.m10</p> <p>S1.m7</p> <p>S2.m2</p> <p>S2.m2</p> <p>S4.m6</p>
Lessons/ Activities <i>(Required)</i>	<p>Lesson 1: The focus of the lesson will be passing and receiving.</p> <p>Lesson 2: The focus of the lesson will be shooting on goal.</p> <p>Lesson 3: The focus of the lesson will be offensive skills.</p> <p>Lesson 4: The focus of the lesson will be creating space with offensive tactics.</p> <p>Lessons 5: The focus of the lesson will be reducing space.</p> <p>Lessons 6: The focus of the lesson will be rules and etiquette.</p>
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<p><input checked="" type="checkbox"/> personalizing instruction</p> <p><input checked="" type="checkbox"/> engaging students in cross disciplinary learning</p> <p><input checked="" type="checkbox"/> engaging students as active and self directed learners</p> <p><input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking</p> <p><input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks</p> <p><input checked="" type="checkbox"/> engaging students in self assessment and reflection</p> <p><input type="checkbox"/> integrating technology</p>
Assessments <i>(Required Common Assessments)</i>	<p>See Physical Education Rubric.</p>

Unit: Pickleball

Unit Name	Pickleball, Grades 5
Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are: grip, stance, footwork, forehand, backhand, serve, volley, court set up, and scoring.
Time to teach	4-6 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? Develop an awareness that inappropriate actions can result in harm to themselves or others. Demonstrate awareness of good teamwork and the need for teamwork in games and activities. What knowledge, skills, and behaviors are essential to successful participation in a pickle ball game?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will demonstrate the principles of an effective warm-up. Students will practice and acquire techniques necessary for effective performance as a participant in this sport. Students will understand the basic rules governing pickle ball and acquire knowledge about strategies employed in the sport.
Learning Standards <i>(Frameworks)</i>	S1.E24.5, S2.E5.5B, S2.E5.5C, S3.E2.5, S4.E4.5A, S4.E6.5
Lessons/ Activities <i>(Required)</i>	Lesson 1: grip, footwork, forehand stroke, backhand, volley Lesson 2: Serve, Volley. Lesson 3: Review all strokes, doubles game. Lesson 4: Doubles game.
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology

Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric.

Unit Name	Pickleball, Grades 6
Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are: grip, stance, footwork, forehand, backhand, serve, volley, court set up, and scoring.
Time to teach	4-6 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? Develop an awareness that inappropriate actions can result in harm to themselves or others. Demonstrate awareness of good teamwork and the need for teamwork in games and activities. What knowledge, skills, and behaviors are essential to successful participation in a pickle ball game?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will demonstrate the principles of an effective warm-up. Students will practice and acquire techniques necessary for effective performance as a participant in this sport. Students will understand the basic rules governing pickle ball and acquire knowledge about strategies employed in the sport.
Learning Standards <i>(Frameworks)</i>	S1.M12.6, S1.M13.6, S1.M14.6, S1.M15.6, S1.M16.6, S1.M17.6, S2.M7.6, S2.M8.6, S2.M10.6, S4.M1.6, S4.M6.6, S4.M7.6, S5.M6.6
Lessons/ Activities <i>(Required)</i>	Lesson 1: grip, footwork, forehand stroke, backhand, volley Lesson 2: Serve, Volley. Lesson 3: Review all strokes, doubles game. Lesson 4: Doubles game.

Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric.

Unit: Soccer

Unit Name	Soccer Grade 5
Content <i>(Topics Covered)</i>	Fitness based warm-up Kicking, Dribbling, Movement in Space
Time to teach	4 classes, 44 min./class
Essential Questions <i>(What you teach)</i>	
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to pass, trap and dribble. Students will be able to move in space (with and without the ball). Students will be able to participate in modified games.
Learning Standards <i>(National)</i>	S1.E18, S1.E20, S1.E21, S3.E2, S4.E1, S2.E1, S1.E19
Lessons/ Activities <i>(Required)</i>	1. Introduce kicking, passing, trapping. (S1.E19, S1.E21) 2. Review kicking, passing and trapping. Modified game. (S1.E19, S1.E21, S2.E1, S4.E1) 3. Focus is dribbling. (S1.E18, S1.E20) Modified game (S2.E1, S4.E1) 4. Modified games (S1.E18, S1.E19, S1.E20, S1.E21, S2.E1, S3.E2, S4.E1)

Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Interdisciplinary Connections	Math, Social Studies

Unit Name	Soccer Grade 6
Content <i>(Topics Covered)</i>	Fitness based warm-up Kicking, Dribbling, Shooting, Movement in Space
Time to teach	4 classes, 44 min./class
Essential Questions <i>(What you teach)</i>	
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to pass, trap and dribble. Students will be able to move in space (with and without the ball). Students will be able to participate in modified games.
Learning Standards <i>(National)</i>	S1.M9, S1.M10, S3.M9, S4.M1, S2.M3, S2.M5, S2.M6
Lessons/ Activities <i>(Required)</i>	1. Introduce dribbling and shooting. (S1.M9, S1.M10) 2. Review kicking, passing and trapping. Modified game. (S1.E19, S1.E21, S2.E1, S4.E1) 3. Focus is dribbling. (S1.E18, S1.E20) Modified game (S2.E1, S4.E1) 4. Modified games (S1.E18, S1.E19, S1.E20, S1.E21, S2.E1, S3.E2, S4.E1)

Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Interdisciplinary Connections	Math, Social Studies

Unit Name	Soccer Grade 7
Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are passing and receiving, offensive skills, dribbling/ball control, and shooting on goal.
Time to teach	4 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? What knowledge, skills, and behaviors are essential to successful participation in Soccer?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will demonstrate proper passing and receiving, offensive skills dribbling/ball control and shooting on goal. .
Learning Standards <i>(National Standards)</i>	S1-M4 S1-M7 S1-M9 S1-M10 S4-M1

Lessons/ Activities (Required)	Lesson 1: The focus of the lesson will be passing and receiving. Lesson 2: The focus of the lesson will be offensive skills. Lesson 3: The focus of the lesson will be dribbling/ball control. Lesson 4: The focus of the lesson will be shooting on goal.
Instructional practices support the achievement of 21st C. Learning Expectations by: (check those that apply to the Unit)	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments (Required Common Assessments)	See Physical Education Rubric.

Unit Name	Soccer Grade 8
Content (Topics Covered)	Students will participate in a fitness based warm-up. The topics covered in this unit are passing and receiving, creating space, and reducing space.
Time to teach	4 (44 minute) classes
Essential Questions (What you teach)	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? What knowledge, skills, and behaviors are essential to successful participation in Soccer?
Unit Objectives (What will students know and be able to do)	Students will be able to participate in a warm up designed to improve their physical fitness. Students will demonstrate proper passing and receiving, creating space, and reducing space. .
Learning Standards (National Standards)	S1-M5 S2-M2 S2-M3 S2-M4 S4-M1

Lessons/ Activities <i>(Required)</i>	Lesson 1: The focus of the lesson will be passing and receiving. Lesson 2: The focus of the lesson will be creating space with offensive tactics. Lesson 3: The focus of the lesson will be creating space using width and length. Lesson 4: The focus of the lesson will be reducing space.
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric.

Unit: Softball

Unit Name	Softball, Grades 5
Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are: Tiffle ball, softball equipment, proper throwing mechanics, field positioning, hitting, base running, and modified softball game rules.
Time to teach	4-6(44 minute) classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? What knowledge, skills, and behaviors are essential to successful participation in a softball game?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will be able to throw a softball overhand using proper throwing mechanics. Students will demonstrate proper catching techniques. Students will demonstrate proper field positioning.

	<p>Students will demonstrate a proper hitting stance.</p> <p>Students will demonstrate proper base running.</p> <p>Students will be able to participate in a modified softball game incorporating communication and strategies.</p>
Learning Standards <i>(Frameworks)</i>	S1.E14.5A, S1.E14.5B, S1.E16.5A, S1.E16.5C, S1.E25.5A, S1.E25.5B, S3.E2.5, S4.E2.5A, S4.E6.5
Lessons/ Activities <i>(Required)</i>	<p>Lesson 1: Introduce grip, throwing mechanics, catching, modified game</p> <p>Lesson 2: review grip, throwing mechanics, catching, modified game</p> <p>Lesson 3: Introduce hitting mechanics, modified game</p> <p>Lesson 4: Review hitting mechanics, Homerun Derby off Tee</p> <p>Lesson 5: Review hitting mechanics, Softball game</p> <p>Lesson 6: Game</p>
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<p><input checked="" type="checkbox"/> personalizing instruction</p> <p><input checked="" type="checkbox"/> engaging students in cross disciplinary learning</p> <p><input checked="" type="checkbox"/> engaging students as active and self directed learners</p> <p><input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking</p> <p><input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks</p> <p><input checked="" type="checkbox"/> engaging students in self assessment and reflection</p> <p><input type="checkbox"/> integrating technology</p>
Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric.

Unit Name	Softball, Grade 6
Content <i>(Topics Covered)</i>	<p>Students will participate in a fitness based warm-up. The topics covered in this unit are: Tiffle ball, softball equipment, proper throwing mechanics, field positioning, hitting, base running, and modified softball game rules.</p>
Time to teach	4-6 (44 minute) classes
Essential Questions	<p>How fit is healthy for someone your age?</p> <p>What must you know to effectively monitor your own health-related fitness?</p>

<i>(What you teach)</i>	What knowledge, skills, and behaviors are essential to successful participation in a softball game?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will be able to throw a softball overhand using proper throwing mechanics. Students will demonstrate proper catching techniques. Students will demonstrate proper field positioning. Students will demonstrate a proper hitting stance. Students will demonstrate proper base running. Students will be able to participate in a modified softball game incorporating communication and strategies.
Learning Standards <i>(Frameworks)</i>	S1.M2.6, S1.M3.6, S1.M20.6, S1.M21.6, S2.M10.6, S2.M11.6, S4.M1.6, S4.M7.6, S5.M6.6
Lessons/ Activities <i>(Required)</i>	Lesson 1: Introduce grip, throwing mechanics, catching, modified game Lesson 2: review grip, throwing mechanics, catching, modified game Lesson 3: Introduce hitting mechanics, modified game Lesson 4: Review hitting mechanics, Homerun Derby off Tee Lesson 5: Review hitting mechanics, Softball game Lesson 6: Game
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric.

Unit Name	Softball, Grades 7 and 8
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Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are: throwing, catching, striking, offensive strategies, and rules and etiquette.
Time to teach	4-6 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? What knowledge, skills, and behaviors are essential to successful participation in a softball game?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will be able to participate in a game or lead up game of softball which incorporates throwing, catching, striking, offensive strategies, and rules and etiquette. Students will demonstrate knowledge of rules and strategies for softball and or softball lead up games.
Learning Standards <i>(Frameworks)</i>	S1.m2 S1.m3 S1.m20 S1.m10 S4.m6
Lessons/ Activities <i>(Required)</i>	Lesson 1: The focus of the lesson will be throwing. Lesson 2: The focus of the lesson will be catching. Lesson 3: The focus of the lesson will be striking. Lesson 4: The focus of the lesson will be offensive strategies. Lessons 5: The focus of the lesson will be rules and etiquette Lessons 6: The focus of the lesson will be assessment.
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments	See Physical Education Rubric.

<i>(Required Common Assessments)</i>	
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Unit: Tennis

Unit Name	Tennis, Grades 5
Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are: grip, stance, footwork, forehand, backhand, serve, volley, court set up, and scoring.
Time to teach	4-6 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? Develop an awareness that inappropriate actions can result in harm to themselves or others. Demonstrate awareness of good teamwork and the need for teamwork in games and activities. What knowledge, skills, and behaviors are essential to successful participation in a pickle ball game?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will demonstrate the principles of an effective warm-up. Students will practice and acquire techniques necessary for effective performance as a participant in this sport. Students will understand the basic rules governing tennis and acquire knowledge about strategies employed in the sport.
Learning Standards <i>(Frameworks)</i>	S1.E24.5, S2.E5.5B, S2.E5.5C, S3.E2.5, S4.E4.5A, S4.E6.5
Lessons/ Activities <i>(Required)</i>	Lesson 1: grip, footwork, forehand stroke, backhand, volley Lesson 2: Serve, Volley. Lesson 3: Review all strokes, doubles game. Lesson 4: Doubles game.
Instructional practices support the achievement of	<u> X </u> personalizing instruction <u> X </u> engaging students in cross disciplinary learning <u> X </u> engaging students as active and self directed learners <u> X </u> emphasizing inquiry, problem solving and higher order

21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<div> <div>thinking</div> <div> <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks </div> <div> <input checked="" type="checkbox"/> engaging students in self assessment and reflection </div> <div> <input type="checkbox"/> integrating technology </div> </div>
Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric.

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Unit Name	Tennis, Grades 6
Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are: grip, stance, footwork, forehand, backhand, serve, volley, court set up, and scoring.
Time to teach	4-6 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness? Develop an awareness that inappropriate actions can result in harm to themselves or others. Demonstrate awareness of good teamwork and the need for teamwork in games and activities. What knowledge, skills, and behaviors are essential to successful participation in a pickle ball game?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will demonstrate the principles of an effective warm-up. Students will practice and acquire techniques necessary for effective performance as a participant in this sport. Students will understand the basic rules governing tennis and acquire knowledge about strategies employed in the sport.
Learning Standards <i>(Frameworks)</i>	S1.M12.6, S1.M13.6, S1.M14.6, S1.M15.6, S1.M16.6, S1.M17.6, S2.M7.6, S2.M8.6, S2.M10.6, S4.M1.6, S4.M6.6, S4.M7.6, S5.M6.6
Lessons/ Activities <i>(Required)</i>	Lesson 1: grip, footwork, forehand stroke, backhand, volley Lesson 2: Serve, Volley. Lesson 3: Review all strokes, doubles game. Lesson 4: Doubles game.
Instructional practices support the achievement of 21st C. Learning Expectations by:	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking

<i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric.

Unit: Track and Field

Unit Name	Track/Field 5
Content <i>(Topics Covered)</i>	Fitness based warm-up Hurdles, 100 yrd Dash, Relay, Long Jump, Triple Jump
Time to teach	4 classes, 44 min./class
Essential Questions <i>(What you teach)</i>	
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to start a race in the correct position. Students will be able to run and jump in different patterns. Students will be able to run a relay race as a team. Students will be able to participate in a modified games track/field meet.
Learning Standards <i>(Frameworks)</i>	S1.E2.5, S3.E2.5, S4.E2.5A, S4.E6.5
Lessons/ Activities <i>(Required)</i>	1. Introduce triple jump, long jump and 100 yard dash. 2. Review triple jump, long jump. Introduce relay race and hurdles. 3. Review triple jump, long jump, relay race and hurdles. Introduce track/field event. Create teams. 4. Review triple jump, long jump, relay race and hurdles. Modified track event.
Lessons/ Activities <i>(Optional)</i>	5. Modified track event

Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Interdisciplinary Connections	Math, Social Studies, Physics

Unit Name	Track/Field 6
Content <i>(Topics Covered)</i>	Fitness based warm-up Hurdles, 100 yrd Dash, Relay, Long Jump, Triple Jump
Time to teach	4 classes, 44 min./class
Essential Questions <i>(What you teach)</i>	
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to start a race in the correct position. Students will be able to run and jump in different patterns. Students will be able to run a relay race as a team. Students will be able to participate in a modified games track/field meet.
Learning Standards <i>(Frameworks)</i>	S1.M22.6, S1.M24.6, S2.M13.6, S4.M7.6
Lessons/ Activities <i>(Required)</i>	1. Introduce triple jump, long jump and 100 yard dash. 2. Review triple jump, long jump. Introduce relay race and hurdles. 3. Review triple jump, long jump, relay race and hurdles. Introduce track/field event. Create teams.

	4. Review triple jump, long jump, relay race and hurdles. Modified track event.
Lessons/ Activities <i>(Optional)</i>	5. Modified track event
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Interdisciplinary Connections	Math, Social Studies, Physics

Unit Name	Track and Field (7 th /8 th)
Content <i>(Topics Covered)</i>	Fitness based warm-up Hurdles, 100 yrd Dash, Relay, Long Jump, Triple Jump, Discus, Shot Put
Time to teach	4-6 classes, 44 min./class
Essential Questions <i>(What you teach)</i>	
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to throw a discus and a shot put. Students will be able to run and jump in different patterns. Students will be able to run a relay race as a team. Students will be able to participate in a modified games track/field meet.

Learning Standards (Frameworks)	2.8, 2.9 2.11, 2.12, 2.13, 2.14, 2.15, 2.16
Lessons/ Activities (Required)	1. Introduce discus throw, shot put throw, triple jump, long jump and 100 yard dash. 2. Review discus, shot put, triple jump, long jump. Introduce relay race and hurdles. Introduce track/field event. 3. Review discus, shot put, triple jump, long jump, relay race, hurdles and track/field event. Introduce track/field event. Create teams. 4. Modified track/field event
Instructional practices support the achievement of 21st C. Learning Expectations by: (check those that apply to the Unit)	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Interdisciplinary Connections	Math, Social Studies, Science

Unit: Volleyball

Unit Name	Volleyball, Grades 5
Content (Topics Covered)	A Fitness based warm-up The volleyball serve, passes (bump and set), rotation of players, terminology, and scoring
Time to teach	4 (44 minute) classes
Essential Questions (What you teach)	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness?

	What knowledge, skills, and behaviors are essential to successful participation in a volleyball game?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to serve (overhand or underhand), and pass (bump and set). Students will understand the 6-man rotation. Students will understand volleyball terminology, rules, and scoring. Students will be able to participate in a modified volleyball game.
Learning Standards <i>(Frameworks)</i>	S1.E22.5, S1.E23.5, S2.E5.5B, S2.E5.5C, S4.E1.5A, S4.E1.5B, S4.E6.5
Lessons/ Activities <i>(Required)</i>	Lesson 1: Introduce new terminology, the bump and the set. Lesson 2: Review terminology and the bump and set. Introduce the serve. Lesson 3; Review terminology, the bump, the set, and the serve. Introduce basic rules and scoring. Play a modified game. Lesson 4: Review the bump, set and serve. Review basic rules and scoring. Introduce the 6 man rotation. Play a modified volleyball game incorporating all elements of the unit objectives.
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology

Unit Name	Volleyball, Grades 6
Content <i>(Topics Covered)</i>	A Fitness based warm-up The volleyball serve, passes (bump and set), rotation of players, terminology, and scoring
Time to teach	4 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively monitor your own health-related fitness?

	What knowledge, skills, and behaviors are essential to successful participation in a volleyball game?
Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to serve (overhand or underhand), and pass (bump and set). Students will understand the 6-man rotation. Students will understand volleyball terminology, rules, and scoring. Students will be able to participate in a modified volleyball game.
Learning Standards <i>(Frameworks)</i>	S1.M12.6, S1.M13.6, S1.M15.6, S2.M10.6, S2.M11.6, S4.M1.6, S4.M7.6, S5.M6.6
Lessons/ Activities <i>(Required)</i>	Lesson 1: Introduce new terminology, the bump and the set. Lesson 2: Review terminology and the bump and set. Introduce the serve. Lesson 3; Review terminology, the bump, the set, and the serve. Introduce basic rules and scoring. Play a modified game. Lesson 4: Review the bump, set and serve. Review basic rules and scoring. Introduce the 6 man rotation. Play a modified volleyball game incorporating all elements of the unit objectives.
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology

Unit Name	Volleyball, Grade 7
Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are: serving, striking, two-hand volley, and using tactics and shots.
Time to teach	4 (44 minute) classes
Essential Questions <i>(What you teach)</i>	How fit is healthy for someone your age? What must you know to effectively participate in a volleyball game?

Unit Objectives <i>(What will students know and be able to do)</i>	Students will be able to participate in a warm up designed to improve their physical fitness. Students will be able to participate in a game of Volleyball incorporating serving, striking, two-hand volley and using tactics and shots.
Learning Standards <i>(National Standards)</i>	S1-M12 S1-M13 S1-M17 S2-M8 S4-M1
Lessons/ Activities <i>(Required)</i>	Lesson 1: The focus of the lesson will be serving. Lesson 2: The focus of the lesson will be striking. Lesson 3: The focus of the lesson will be two-hand volley. Lesson 4: The focus of the lesson will be using tactics and shots.
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<input checked="" type="checkbox"/> personalizing instruction <input checked="" type="checkbox"/> engaging students in cross disciplinary learning <input checked="" type="checkbox"/> engaging students as active and self directed learners <input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking <input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks <input checked="" type="checkbox"/> engaging students in self assessment and reflection <input type="checkbox"/> integrating technology
Assessments <i>(Required Common Assessments)</i>	See Physical Education Rubric.

Unit Name	Volleyball, Grade 8
Content <i>(Topics Covered)</i>	Students will participate in a fitness based warm-up. The topics covered in this unit are: serving, striking, two-hand volley, and reducing space.
Time to teach	4 (44 minute) classes
	How fit is healthy for someone your age? What must you know to effectively participate in a volleyball game?

Essential Questions <i>(What you teach)</i>	
Unit Objectives <i>(What will students know and be able to do)</i>	<p>Students will be able to participate in a warm up designed to improve their physical fitness.</p> <p>Students will be able to participate in a game of Volleyball incorporating serving, striking, two-hand volley and reducing space.</p>
Learning Standards <i>(National Standards)</i>	<p>S1-M12 S1-M13 S1-M17 S2-M11 S4-M1</p>
Lessons/ Activities <i>(Required)</i>	<p>Lesson 1: The focus of the lesson will be serving.</p> <p>Lesson 2: The focus of the lesson will be striking.</p> <p>Lesson 3: The focus of the lesson will be two-hand volley.</p> <p>Lesson 4: The focus of the lesson will be reducing space.</p>
Instructional practices support the achievement of 21st C. Learning Expectations by: <i>(check those that apply to the Unit)</i>	<p><input checked="" type="checkbox"/> personalizing instruction</p> <p><input checked="" type="checkbox"/> engaging students in cross disciplinary learning</p> <p><input checked="" type="checkbox"/> engaging students as active and self directed learners</p> <p><input checked="" type="checkbox"/> emphasizing inquiry, problem solving and higher order thinking</p> <p><input checked="" type="checkbox"/> applying knowledge and skills in authentic tasks</p> <p><input checked="" type="checkbox"/> engaging students in self assessment and reflection</p> <p><input type="checkbox"/> integrating technology</p>
Assessments <i>(Required Common Assessments)</i>	<p>See Physical Education Rubric.</p>