

**COURSE:                    PHYSICAL EDUCATION**  
**GRADE LEVEL:         K – 2**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
ORIENTATION		<ul style="list-style-type: none"> <li>• What are the rules for physical education?</li> <li>• What is safety?</li> </ul>	<ul style="list-style-type: none"> <li>• Proper dress</li> <li>• Safety</li> <li>• Behavior expectations</li> <li>• Identify safety for what they are doing</li> <li>• Procedures for using equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Procedures for entering and exiting</li> <li>• Fire Drill Procedures</li> <li>• Gymnasium Rules</li> <li>• Listen and follow directions</li> <li>• Demonstrates proper etiquette and regard for others</li> <li>• Demonstrates cooperative skills</li> </ul>	Sept. - 1 Day	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Rubric</li> </ul>
FITNESS GRAM		<ul style="list-style-type: none"> <li>• What is the fitness gram?</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for doing fitness gram</li> <li>• Correct form for each test</li> <li>• What each test measures</li> </ul>	<ul style="list-style-type: none"> <li>• Administer Test</li> <li>• Curl-up</li> <li>• Push-up</li> <li>• Trunk Extension</li> <li>• Pacer Run</li> <li>• Height &amp; Weight</li> </ul>	Sept. – 3 Days	<ul style="list-style-type: none"> <li>• Computer analysis</li> </ul>
LOCOMOTOR		<ul style="list-style-type: none"> <li>• What is a locomotor movement?</li> <li>• What is personal space?</li> <li>• What is safe movement?</li> </ul>	<ul style="list-style-type: none"> <li>• Moving through a crowd</li> <li>• Aware of surroundings</li> <li>• Moving under control</li> <li>• Personal space</li> <li>• Difference of jumping and hopping</li> <li>• Landing safely</li> <li>• Places to play in the community</li> <li>• Recognition of terms through</li> </ul>	<ul style="list-style-type: none"> <li>• Walking</li> <li>• Hopping</li> <li>• Jumping</li> <li>• Running</li> <li>• Skipping</li> <li>• Leaping</li> <li>• Galloping</li> <li>• Sliding</li> </ul>	Sept. – Oct. 4 Days	<ul style="list-style-type: none"> <li>• Teacher checklist</li> </ul>

			performance and description	<ul style="list-style-type: none"> <li>• Personal Space</li> <li>• Chase</li> <li>• Flee</li> </ul>		
MOVEMENT EDUCATION		<ul style="list-style-type: none"> <li>• How do I safely move in large groups of people?</li> <li>• How many different ways can I move my body?</li> <li>• Why are these skills important in my life?</li> </ul>	<ul style="list-style-type: none"> <li>• Safe tagging</li> <li>• Teachers signals</li> <li>• Different movement patterns</li> <li>• Different speeds</li> <li>• How to move with various rhythms using time, force and flow</li> <li>• Use various combinations of directions and pathways</li> <li>• Understand relationships with whom and what the body moves</li> </ul>	<ul style="list-style-type: none"> <li>• Dodge</li> <li>• Patterns (straight, zig-zag, curved)</li> <li>• Levels (high, low, middle)</li> <li>• Directions (right, left, clockwise, counter clockwise, front, back, sideward)</li> <li>• Speed (slow, medium, fast)</li> <li>• Over, under, through</li> <li>• Body parts (shoulders, neck, head, elbow, arm, hand, knee, thigh, ankle, foot)</li> <li>• Silent signals (up, down, home)</li> </ul>	Sept. – Oct. 2 Days	<ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Rubric</li> </ul>
COOPERATIVE GAMES		<ul style="list-style-type: none"> <li>• How to positively talk to others?</li> <li>• What is full value?</li> <li>• Why are cooperative games important?</li> </ul>	<ul style="list-style-type: none"> <li>• Positive communication skills</li> <li>• Definition of trust</li> <li>• Recognizing a problem</li> <li>• Sportsmanship</li> <li>• Demonstrate cooperative skills</li> <li>• Acceptance of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Body Skills</li> <li>• Communication</li> <li>• Trust and Problem</li> <li>• Solving</li> <li>• Create Full Value</li> <li>• Communities/ Buddies</li> </ul>	Oct. – 6 Days	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>
JUMP ROPES (MANIPULATIVE)		<ul style="list-style-type: none"> <li>• How/where do I find my pulse?</li> <li>• How many different ways can I move with a jump rope?</li> <li>• What do I need to</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting a jump rope</li> <li>• How to grip a jump rope</li> <li>• How to use properly</li> <li>• Understand different jumping techniques</li> <li>• Counting pulse</li> </ul>	<ul style="list-style-type: none"> <li>• Long rope jumping</li> <li>• Safety</li> <li>• Proper grip</li> <li>• Motion (helicopter)</li> </ul>	Nov. – 3 Days	<ul style="list-style-type: none"> <li>• Teacher checklist</li> </ul>

		do to have a healthy heart?		<ul style="list-style-type: none"> <li>• Twirl and jump</li> <li>• Hand position</li> <li>• Double jump</li> <li>• Single jump</li> <li>• Partner jump</li> <li>• Pulse (heart beat)</li> </ul>		
HAND BALL SKILLS (MANIPULATIVE)		<ul style="list-style-type: none"> <li>• How do I dribble using my hands?</li> <li>• How many different ways are there to dribble?</li> </ul>	<ul style="list-style-type: none"> <li>• How to manipulate the ball using their hands</li> <li>• Manipulation of the ball while using locomotor and non locomoter patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Rolling</li> <li>• Bouncing by self (2 hand, 1 hand)</li> <li>• Dribbling</li> <li>• Wall passing</li> <li>• Partner passing (chest, bounce)</li> <li>• Shooting</li> <li>• Throwing (strong and weak hand)</li> <li>• Overhead pass</li> <li>• Two handed throw</li> <li>• Stepping in opposition</li> </ul>	Nov. – 4 Days	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>
DANCE		<ul style="list-style-type: none"> <li>• What is rhythm?</li> <li>• When can I use dancing?</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting of partners</li> <li>• Following teacher directions</li> <li>• Different types of dancing</li> </ul>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Macarena</li> <li>• Square dance</li> <li>• Chicken</li> <li>• Hokey pokey</li> <li>• Kinder polka</li> <li>• Virginia Real</li> <li>• Twist</li> </ul>	Dec. – 3 Days	<ul style="list-style-type: none"> <li>• Social Rubric</li> </ul>
THROWING AND CATCHING (MANIPULATIVE)		<ul style="list-style-type: none"> <li>• What other activities do we use these skills?</li> <li>• How to throw?</li> <li>• How do I catch?</li> <li>• What do I need to do to throw at a target?</li> </ul>	<ul style="list-style-type: none"> <li>• Aiming at targets</li> <li>• Throwing</li> <li>• Rolling and spinning</li> <li>• Working with partners</li> <li>• Sliding</li> <li>• Catching</li> <li>• Tossing Juggling</li> <li>• Stepping in opposition</li> </ul>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Koosh balls</li> <li>• Fox tails</li> <li>• Paddles</li> <li>• Bean Bag</li> <li>• Scoops</li> <li>• Deck rings</li> </ul>	Jan. – 7 Days	<ul style="list-style-type: none"> <li>• Teacher checklist</li> </ul>

TUMBLING AND BODY AWARENESS		<ul style="list-style-type: none"> <li>• What is the difference between mirroring and matching?</li> <li>• What is balance?</li> <li>• How do I move with partners?</li> <li>• How do I land safely?</li> </ul> <p>How many different shapes can I make with my body?</p>	<ul style="list-style-type: none"> <li>• Muscles used</li> <li>• Balance</li> <li>• Combination of moves</li> <li>• Safety</li> <li>• Understanding spotting</li> </ul>	<ul style="list-style-type: none"> <li>• Routines</li> <li>• Relationship with partners</li> <li>• Leading</li> <li>• Following</li> <li>• Mirroring</li> <li>• Matching</li> <li>• Balancing</li> <li>• Beam</li> <li>• Rolling</li> <li>• Animal Walks</li> <li>• Weight transfer</li> <li>• Rope climbing</li> <li>• Cargo net</li> </ul>	Feb. – 6 Days	<ul style="list-style-type: none"> <li>• Skill checklist</li> </ul>
VOLLEY SKILLS (MANIPULATIVE)		<ul style="list-style-type: none"> <li>• How do I strike a ball using body?</li> <li>• What is a volley?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand striking with different surfaces</li> <li>• Result of using force and effort on an object</li> </ul>	<ul style="list-style-type: none"> <li>• Bumping (beach balls)</li> <li>• Setting (beach balls)</li> <li>• Striking trainer volleyball</li> <li>• Under and over hand striking</li> <li>• Overhead striking</li> <li>• Strike using many body parts</li> </ul>	March – 3 Days	<ul style="list-style-type: none"> <li>• Teacher checklist</li> </ul>
SCOOTERS (MANIPULATIVE)		<ul style="list-style-type: none"> <li>• What ways can I move around safely on a scooter?</li> <li>• What do I need to do to protect myself on the scooter?</li> </ul>	<ul style="list-style-type: none"> <li>• Safe movement on a scooter</li> <li>• Body positions on scooters</li> <li>• How to carry the scooter</li> <li>• Personal safety on a scooter</li> </ul>	<ul style="list-style-type: none"> <li>• Safety – sitting, kneeling, laying down</li> <li>• Carrying</li> <li>• Forward</li> <li>• Backward</li> <li>• Pushing</li> <li>• Pulling</li> <li>• Self space</li> <li>• 2 people scooters</li> <li>• Games</li> </ul>	March – 5 Days	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>

KICKING (MANIPULATIVE)		<ul style="list-style-type: none"> <li>• What do I need to do before kicking to a partner?</li> <li>• How do I safely receive a pass?</li> <li>• How do I dribble with my feet?</li> </ul>	<ul style="list-style-type: none"> <li>• Places in the community to use these skills</li> <li>• Games that uses these skills</li> <li>• Safety of kicking an object</li> <li>• Safety for receiving a ball</li> <li>• Understand directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Walking dribble</li> <li>• Kick with strong and weak foot</li> <li>• Dribble with both feet</li> <li>• Jogging dribble</li> <li>• Trapping (receiving passes)</li> <li>• Kicking (passing)</li> <li>• Stationary kicking</li> <li>• Running kick</li> <li>• Kick to a partner</li> <li>• Foot work</li> </ul>	April – 3 Days	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>
T-BALL (STRIKING LONG HANDLED IMPLEMENTS) (MANIPULATIVE)		<ul style="list-style-type: none"> <li>• What are different activities using long handled implements?</li> <li>• What safety things should I think about when striking</li> </ul>	<ul style="list-style-type: none"> <li>• Skills needed to play</li> <li>• Result of force and effort on the object when striking</li> <li>• Affect of striking implements position on the pathway of the object</li> </ul>	<ul style="list-style-type: none"> <li>• Hitting</li> <li>• Striking with a long handled implement</li> <li>• Striking off a tee</li> <li>• Striking off a pitch</li> </ul>	May – 3 Days	<ul style="list-style-type: none"> <li>• Teacher checklist</li> </ul>
FITNESS GRAM		<ul style="list-style-type: none"> <li>• What tests did I improve on?</li> <li>• Why did I improve on those tests?</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to maintain health in summer months</li> <li>• Places to stay active when not in school</li> <li>• Summer activities to help maintain my personal health</li> </ul>	<ul style="list-style-type: none"> <li>• Administer Test</li> <li>• Curl-up</li> <li>• Push-up</li> <li>• Trunk Extension</li> <li>• Pacer Run</li> <li>• Height &amp; Weight</li> <li>• BMI</li> </ul>	June – 3 Days	<ul style="list-style-type: none"> <li>• Computer analysis</li> </ul>
PARACHUTES (MANIPULATIVE)		<ul style="list-style-type: none"> <li>• What happens when we use different amounts of effort?</li> <li>• How do I hold a parachute?</li> <li>• How does this activity affect my fitness level?</li> </ul>	<ul style="list-style-type: none"> <li>• The effect of my movements to others</li> <li>• Effect of movement on objects</li> <li>• Force and effort</li> <li>• Describe proper grip techniques</li> <li>• Safety of using a parachute</li> <li>• Cooperative skills involved when using a parachute</li> <li>• Identification of teacher commands with parachute</li> </ul>	<ul style="list-style-type: none"> <li>• Parachutes</li> <li>• Grips</li> <li>• Carousel</li> <li>• Effort</li> <li>• Moving objects (popcorn)</li> <li>• Levels</li> <li>• Under the mountain</li> <li>• Clouds</li> </ul>	June – 3 Days	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>

				<ul style="list-style-type: none"><li>• Volcano</li><li>• Spaceship</li></ul>		
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**COURSE:                    PHYSICAL EDUCATION**  
**GRADE LEVEL:         3-5**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
ORIENTATION		<ul style="list-style-type: none"> <li>• What are the gymnasium rules/procedures?</li> <li>• What is safety in physical education?</li> </ul>	<ul style="list-style-type: none"> <li>• Entering and exiting procedures</li> <li>• Safety and respect for others</li> <li>• Identify safety for the activity they are doing</li> <li>• Procedures for using equipment</li> <li>• Proper attire for PE</li> </ul>	<ul style="list-style-type: none"> <li>• Fire Drill Procedures</li> <li>• Gymnasium Rules</li> <li>• Procedures for entering and exiting</li> <li>• Listening and following directions</li> <li>• Demonstrates proper etiquette and regard for others</li> <li>• Demonstrates cooperative skills</li> </ul>	Sept. – 1 Day	<ul style="list-style-type: none"> <li>• Teacher Rubric</li> </ul>
FITNESS GRAM		<ul style="list-style-type: none"> <li>• What is the healthy fitness zone?</li> <li>• What tests do I need to perform?</li> </ul>	<ul style="list-style-type: none"> <li>• Proper form for tests</li> <li>• Reasons for using the fitness gram</li> <li>• Understanding the range of the healthy fitness zone</li> </ul>	<ul style="list-style-type: none"> <li>• Administer Test</li> <li>• Curl-up</li> <li>• Push-up</li> <li>• Trunk Extension</li> <li>• Pacer Run</li> <li>• Height &amp; Weight</li> <li>• Body Mass Index</li> </ul>	Sept. – 3 Days	<ul style="list-style-type: none"> <li>• Computer analysis</li> </ul>
COOPERATIVE GAMES		<ul style="list-style-type: none"> <li>• What is a community?</li> <li>• What is full value?</li> <li>• What do I need to do to solve a problem?</li> <li>• What is sportsmanship?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal role in community</li> <li>• Responsibility of a group member</li> <li>• Positive behavior and language in a winning/losing situation</li> <li>• Identify different types of community</li> <li>• What positive sportsmanship looks like</li> </ul>	<ul style="list-style-type: none"> <li>• Build community within class</li> <li>• Full value</li> <li>• Problem solving</li> <li>• Conflict resolution</li> <li>• Accepts responsibility in group situations</li> <li>• Accepts differences of others in group situations</li> </ul>	Sept. – 5 Days	<ul style="list-style-type: none"> <li>• Peer Evaluation</li> <li>• Teacher checklist</li> <li>• Self Evaluation</li> </ul>

SOCCER		<ul style="list-style-type: none"> <li>• What are the procedures for playing?</li> <li>• How can soccer affect my overall fitness level?</li> <li>• How will this affect my role of a spectator?</li> </ul>	<ul style="list-style-type: none"> <li>• Special terms</li> <li>• Offense and defense</li> <li>• Boundaries/Field Lines</li> <li>• Basic modified game rules</li> <li>• History of the game</li> <li>• Where else can you use these skills in the community</li> <li>• What other activities use these skills</li> </ul>	<ul style="list-style-type: none"> <li>• Stop and go control</li> <li>• Trapping using foot</li> <li>• Kicking to a partner</li> <li>• Kicking for distance</li> <li>• Running kick</li> <li>• Throw in</li> <li>• Passing to a partner</li> <li>• Shooting at a target</li> <li>• Goalie skills (catching, throwing, punting)</li> <li>• Defense</li> <li>• Game procedures</li> <li>• Small games</li> <li>• Zone soccer</li> </ul>	Oct. – 3 Days	<ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Written Assessment: History Rules Community resources Lifetime benefits of participation</li> </ul>
FLAG FOOTBALL		<ul style="list-style-type: none"> <li>• What safety considerations are there for playing?</li> <li>• How will it affect my fitness level?</li> <li>• How will this affect my role of a spectator?</li> </ul>	<ul style="list-style-type: none"> <li>• Rules of game</li> <li>• Offensive strategies</li> <li>• Defensive strategies</li> <li>• Sportsmanship</li> <li>• How to put on flags</li> <li>• How to pull flags off</li> <li>• How affects fitness level</li> <li>• Understanding of roles of team members</li> <li>• History of the sport</li> <li>• What other activities use these skills</li> <li>• Where in the community can I play</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing (grip, step, at target, partners)</li> <li>• Catching (hand position, running catch)</li> <li>• Carrying</li> <li>• Punting (tees)</li> <li>• Kicking skills</li> <li>• Use of flags</li> <li>• Safety of game play</li> <li>• Game procedures/positions</li> <li>• Small game situations</li> <li>• Offense versus defense</li> </ul>	Oct. – 4 Days	<ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Written Assessment: History Rules Community resources Lifetime benefits of participation</li> </ul>
BASKETBALL SKILLS		<ul style="list-style-type: none"> <li>• What skills do I need to play a modified game?</li> <li>• What are the health benefits?</li> <li>• How will this affect my role as a spectator?</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Safety</li> <li>• Sportsmanship</li> <li>• Ball protection</li> <li>• Understand different types of basketball shots</li> <li>• Ways to use these skills outside of</li> </ul>	<ul style="list-style-type: none"> <li>• Dribble one handed</li> <li>• Alternating hands</li> <li>• Dribbling among people</li> <li>• Protecting the ball</li> <li>• Dribble position</li> <li>• Passing and</li> </ul>	Nov. – 4 Days	<ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Written Assessment: History Rules Community resources</li> </ul>



			<ul style="list-style-type: none"> <li>school</li> <li>Places to play outside of school</li> <li>Health benefits of playing</li> <li>What other activities use these skills</li> </ul>	<ul style="list-style-type: none"> <li>catching</li> <li>Chest pass</li> <li>Bounce pass</li> <li>Stepping to the target</li> <li>Extension of arms</li> <li>Snap the wrist out</li> <li>Shooting</li> <li>2 hand set</li> <li>1 hand set</li> <li>Lay up</li> <li>Free throw</li> <li>Rebound</li> <li>Offense strategy</li> <li>Defense stance</li> <li>1 v 1</li> <li>Rules, fouls,</li> <li>Procedures</li> <li>Small games – knock out</li> <li>End zone basketball</li> </ul>		Lifetime benefits of participation
DANCE		<ul style="list-style-type: none"> <li>Where can I find rhythm in my life?</li> <li>What types of dancing are there?</li> <li>What are the health benefits</li> <li>How is it a part of our society?</li> <li>Where in the community can I dance?</li> </ul>	<ul style="list-style-type: none"> <li>History of dance</li> <li>Etiquette</li> <li>Types of music</li> <li>Dance as a part of fitness</li> <li>Places to dance in the community</li> </ul>	<ul style="list-style-type: none"> <li>History</li> <li>Etiquette</li> <li>Techniques</li> <li>Discuss community</li> <li>Resources</li> <li>Mexican Hat Dance (La Raspa)</li> <li>Line dancing</li> <li>Electric slide</li> <li>Macarena</li> <li>Virginia Reel</li> <li>Twist</li> <li>Purple People Eater</li> <li>Chicken dance</li> <li>Bunny hop</li> <li>Square dance</li> <li>Tempo</li> </ul>	Dec. – 3 Days	<ul style="list-style-type: none"> <li>Teacher checklist</li> <li>Performance</li> <li>Written Assessment: History Etiquette Technique Community resources</li> </ul>

				<ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Leading and following</li> <li>• Creating a dance</li> </ul>		
SOFTIE HOCKEY/ PILLO POLO		<ul style="list-style-type: none"> <li>• What are the rules of softie hockey?</li> <li>• What safety things do I need to think about when playing?</li> <li>• What are health benefits of playing?</li> </ul>	<ul style="list-style-type: none"> <li>• Other sports using the same skills</li> <li>• Offense &amp; Defense</li> <li>• Scoring</li> <li>• Places in the community to play</li> </ul>	<ul style="list-style-type: none"> <li>• Hand position on stick (grip)</li> <li>• Stick safety</li> <li>• Passing</li> <li>• Receiving</li> <li>• Shooting on a goal</li> <li>• Goalie skills</li> <li>• Positions</li> <li>• Rules/procedures</li> <li>• Defensive strategies</li> </ul>	Jan. – 4 Days	<ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Written Assessment: Rules Related activities in the community Lifetime benefits of participation Comparing of sports</li> </ul>
TUMBLING/ CLIMBING		<ul style="list-style-type: none"> <li>• What are some safety concerns?</li> <li>• What muscles are important when doing gymnastics?</li> <li>• What are the health benefits?</li> <li>• How will this affect my role as a spectator?</li> </ul>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Benefits of gymnastics</li> <li>• Places to do gymnastics</li> <li>• Value of a warm up and stretching</li> <li>• Understanding of momentum</li> <li>• Understanding fitness benefits of climbing</li> </ul>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Tumbling</li> <li>• Balances</li> <li>• Beam</li> <li>• Ropes</li> <li>• Vaulting</li> <li>• Obstacle course</li> <li>• Climbing wall</li> </ul>	Feb. – 6 Days	<ul style="list-style-type: none"> <li>• Skill checklist</li> <li>• Written Assessment: History Rules Community resources Lifetime benefits of participation</li> </ul>
SNOWSHOEING		<ul style="list-style-type: none"> <li>• How do I put on snowshoes?</li> <li>• How can I move safely wearing snowshoes?</li> <li>• What are the lifetime benefits of activity?</li> </ul>	<ul style="list-style-type: none"> <li>• Places I can do this in the community</li> <li>• What other activities you can do while on snowshoes</li> <li>• Safety of winter activities</li> <li>• Identify other recreational winter sports</li> <li>• Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Putting on snowshoes</li> <li>• Walking</li> <li>• Running</li> <li>• Games</li> <li>• Use of equipment while on snowshoes</li> </ul>	Feb. – 4 Days	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>
VOLLEYBALL		<ul style="list-style-type: none"> <li>• What skills do I need to play a modified game?</li> <li>• What are the health</li> </ul>	<ul style="list-style-type: none"> <li>• Special terms</li> <li>• Understanding scoring</li> <li>• Ready position</li> <li>• Understanding of main hits</li> </ul>	<ul style="list-style-type: none"> <li>• Setting</li> <li>• Hand position</li> <li>• Arm action</li> <li>• Self set</li> </ul>	March – 5 Days	<ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Written Assessment:</li> </ul>

		<ul style="list-style-type: none"> <li>benefits?</li> <li>How will this affect my role as a spectator?</li> </ul>	<ul style="list-style-type: none"> <li>Rules for play of modified game</li> </ul>	<ul style="list-style-type: none"> <li>Partner set</li> <li>Set over net</li> <li>Bump (hand and arm position, partner toss, bump over net)</li> <li>Serve (underhand open palm)</li> <li>Overhead open palm (hit to wall, hit to ground, hit over net)</li> <li>Rules</li> <li>Procedures</li> <li>Scoring</li> </ul>		<ul style="list-style-type: none"> <li>History</li> <li>Rules</li> <li>Community resources</li> <li>Lifetime benefits of participation</li> </ul>
STRIKING SHI		<ul style="list-style-type: none"> <li>What skills do I need to know?</li> <li>What's the difference between short &amp; long?</li> <li>What sports use long &amp; short ?</li> <li>How can these skills be used in other sports?</li> </ul>	<ul style="list-style-type: none"> <li>Safety considerations</li> <li>Paddle use</li> <li>Lead up activities</li> </ul>	<ul style="list-style-type: none"> <li>Hand position</li> <li>Volleying</li> <li>Serving</li> <li>Pairs teams</li> <li>Mini game</li> </ul>	April – 3 Days	<ul style="list-style-type: none"> <li>Rubric</li> </ul>
TRACK AND FIELD		<ul style="list-style-type: none"> <li>What different running events are there in track?</li> <li>What different throwing events are in track and field?</li> <li>What different safety things do I need to think about?</li> <li>What are the benefits on my overall health level?</li> <li>How will this affect my role as a spectator?</li> </ul>	<ul style="list-style-type: none"> <li>Events</li> <li>Safety</li> <li>Running technique</li> <li>Throwing technique</li> <li>Pacing</li> <li>Timing</li> <li>Understand what is good time/throw</li> <li>Cross Country</li> <li>Footwork to jumps</li> </ul>	<ul style="list-style-type: none"> <li>Running</li> <li>Start – finish</li> <li>50 meters</li> <li>400 meters</li> <li>800 meters</li> <li>Hurdles</li> <li>Vertical jump</li> <li>Shot Put (softball throw, measuring, safety)</li> <li>Discuss (hand position, release, safety – with hoops)</li> <li>Baton Relay</li> </ul>	May – 4 Days	<ul style="list-style-type: none"> <li>Teacher checklist/ score sheet</li> <li>Rules</li> <li>Community resources</li> <li>Lifetime benefits of participation</li> </ul>
SOFTBALL SKILLS		<ul style="list-style-type: none"> <li>What are the rules for a modified game?</li> <li>What are the health</li> </ul>	<ul style="list-style-type: none"> <li>Safety for striking objects</li> <li>Positions on the field</li> <li>Where to play in the community</li> </ul>	<ul style="list-style-type: none"> <li>Base running</li> <li>Throwing</li> <li>Catching (ground,</li> </ul>	May – 3 Days	<ul style="list-style-type: none"> <li>Teacher checklist</li> <li>Written</li> </ul>

		<ul style="list-style-type: none"> <li>benefits?</li> <li>How will this affect my role as a spectator?</li> </ul>	<ul style="list-style-type: none"> <li>Safety for play on the field</li> <li>Rules and procedures for modified game</li> </ul>	<ul style="list-style-type: none"> <li>pop fly)</li> <li>Bat grip</li> <li>Hitting off a teachers pitch</li> </ul>		<ul style="list-style-type: none"> <li>Assessment: History</li> <li>Rules</li> <li>Community resources</li> <li>Lifetime benefits of participation</li> </ul>
FITNESS GRAM		<ul style="list-style-type: none"> <li>Where do my scores fall within the healthy fitness zone?</li> <li>What areas of my health are being evaluated?</li> </ul>	<ul style="list-style-type: none"> <li>Scores that I should have within the healthy fitness zone</li> <li>What to do over the summer to continue improving scores</li> <li>Community resources to help maintain a healthy fitness level</li> <li>Understand their weak and strong areas and how to maintain or improve them</li> </ul>	<ul style="list-style-type: none"> <li>Administer Test</li> <li>Curl-up</li> <li>Push-up</li> <li>Trunk Extension</li> <li>Pacer Run</li> <li>Height &amp; Weight</li> <li>BMI</li> </ul>	June – 3 Days	<ul style="list-style-type: none"> <li>Computer Analysis</li> </ul>
FRISBEE GOLF		<ul style="list-style-type: none"> <li>What safety precautions must you take when using a Frisbee?</li> <li>How does using a Frisbee affect my fitness?</li> </ul>	<ul style="list-style-type: none"> <li>History</li> <li>Body positions</li> <li>Ability to work with others</li> <li>Sportsmanship</li> <li>Health and fitness benefits</li> <li>Safety concerns when using Frisbees</li> <li>Adjustments to make when throwing in wind, in small/big spaces</li> <li>Places in the community to play</li> <li>Other sports that use similar skills</li> </ul>	<ul style="list-style-type: none"> <li>Throwing a Frisbee</li> <li>Aiming at targets</li> <li>Catching a Frisbee (2 hand, 1 hand)</li> <li>Throwing for distance</li> <li>Rules of playing the course</li> <li>Scoring</li> <li>Games</li> <li>Sportsmanship</li> </ul>	June – 2 Days	<ul style="list-style-type: none"> <li>Rubric</li> </ul>
TENNIS BALL GOLF		<ul style="list-style-type: none"> <li>How do I play tennis ball golf?</li> <li>How does playing affect my overall fitness level?</li> </ul>	<ul style="list-style-type: none"> <li>Safety considerations</li> <li>Rules needed to play</li> <li>Scoring</li> <li>Places to play in the community</li> <li>Other activities that use similar skills</li> </ul>	<ul style="list-style-type: none"> <li>Throwing at targets</li> <li>Scoring</li> <li>Rules to the game</li> <li>Sportsmanship</li> </ul>	June – 2 Days	<ul style="list-style-type: none"> <li>Rubric</li> </ul>
PERSONAL FITNESS (IN COLLABORATION WITH MIDDLE & HIGH SCHOOL		<ul style="list-style-type: none"> <li>What is self defense?</li> <li>How do you use a pedometer?</li> <li>What are basic positions in yoga?</li> </ul>	<ul style="list-style-type: none"> <li>Fitness benefits of S.D.</li> <li>Fitness benefits of yoga</li> <li>Alternate forms of cardio fitness</li> <li>Benefits of healthy sleep</li> </ul>	<ul style="list-style-type: none"> <li>Bilateral perception</li> <li>Balance</li> <li>Flexibility</li> <li>Strength</li> <li>Respect</li> </ul>	Jan. – 5 days	<ul style="list-style-type: none"> <li>Rubric</li> <li>Routine demonstration</li> </ul>

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**COURSE: Physical Education**  
**GRADE LEVEL: 5 & 6**

MAIN/GENERAL TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	SKILLS- WHAT THEY WILL BE ABLE TO DO:	WHEN STUDENT DOES IT:	ASSESSMENTS:
Orientation	<ul style="list-style-type: none"> <li>• What is safety in PE?</li> <li>• What is expected of me when I come to physical education?</li> </ul>	Wearing appropriate dress Excuse procedures Grading procedures Procedures for using equipment	Fire drill/emergency procedures Locker room procedures (6 <sup>th</sup> ) Gym procedures (5 <sup>th</sup> ) Demonstrate proper etiquette and regard for others	2 Classes	Teacher Rubric
Fitness Gram	<ul style="list-style-type: none"> <li>• What tests do I perform?</li> <li>• How do I perform each of these tasks?</li> <li>• What is the healthy fitness zone?</li> </ul>	Understanding of the healthy fitness zone Benefits of healthy fitness zone Wellness as a part of life Proper form for testing	Pacer Trunk extension Curl-up Push-up BMI Sit-n-reach Height & Weight Flexed Arm Hang 1 mile Run/walk	5 Classes  <b>(Retest in Spring)</b>	Computer Analysis
Cooperative Games	<ul style="list-style-type: none"> <li>• How does a Full Value Contract affect me?</li> <li>• What is “community”?</li> <li>• What is sportsmanship?</li> <li>• What do I need to do</li> </ul>	Steps to problem solving Skills for working with others Responsibility of a group member Positive behavior and language in a winning/losing situation What positive sportsmanship looks like	Community Create a “Full Value Contract” Problem Solving Conflict Resolution Accepts responsibility in group situations Accepts difference of others in group	5 Classes	<b>Self Evaluation</b> Peer Evaluation Teacher Checklist

	to solve a problem?		situations		
Soccer	<ul style="list-style-type: none"> <li>• What are the rules of the game?</li> <li>• What are the safety considerations in the game?</li> <li>• What role do you play as a spectator?</li> </ul>	<p>Different soccer ball lifts  Rules of play  Special skills for play  Parts of the foot  Field positions  Understand etiquette as a spectator  History of the game  Understand opportunities to play in the community</p>	<p>Skill Stations:  Juggling  Passing (to a target)  Throw-ins  Goalie Skills  Dribbling  Inside/Outside laces  Foot/Thigh/Chest  Trapping  Field positions  Small Sided Games</p>	5 classes	<p><b>Skill Rubrics</b>  Passing  Receiving  Trapping  Strategy  Game play  Written test  Skills  Rules</p>
Flag Football	<ul style="list-style-type: none"> <li>• What safety considerations are there?</li> <li>• What are the rules of the game?</li> </ul>	<p>Fielding positions  How to put on flags  How to pull flags  Scoring  Football grip  Rules for play  Where in the community can I play  Sportsmanship</p>	<p>Skill Stations:  Throwing  Catching  Tackle-flag pull  Pass patterns  Offense/Defense  Safety  Carrying  Punting  Huddling  Game procedures</p>	5 Classes	<p><b>Skill Rubrics</b>  Passing  Receiving  Strategy</p> <p><b>Game Play</b>  Written  Assessment  Skills  Rules</p>
Swimming	<ul style="list-style-type: none"> <li>• What is safe around the pool?</li> <li>• What are the pool procedures?</li> <li>• What different swimming strokes are there?</li> </ul>	<p>Appropriate pool attire  Identify unsafe things around a pool  Different swimming strokes  Water Exploration  Experiment with buoyancy</p>	<p>Entry/Exit  Bobbing  Tread water  Floats – Front/Back  Front Crawl  Back Stroke  Elementary</p>	6-7 Classes	<p>Skills Rubrics  Front crawl  Back stroke  Sidestroke  Elementary  Backstroke</p>

			Backstroke Sidestroke		
Water Games/ Swim Meet	<ul style="list-style-type: none"> <li>• What games can be played in the water?</li> <li>• What safety considerations are there with water sports?</li> <li>• What are the rules of a swim meet?</li> </ul>	Water Survival skills Water Polo Game Rules Sportsmanship Etiquette	Treading Water Throwing Catching Goal keeping Passing Game Strategy Shooting Cradling Racing Techniques Relay exchanges	Included in Swim unit based on skill level. All students to do swim meet at end of swimming unit	
Pickle ball	<ul style="list-style-type: none"> <li>• What are the rules for playing?</li> <li>• What safety issues are there?</li> </ul>	Skills that can be used in other sport Grip Rules Scoring Strategies Sportsmanship etiquette Types of shots	Serving Forehand Backhand Returning Volley Grips Body Positions Scoring	6-7 Classes	<b>Skill Rubrics</b> Serving Volleying Game Play Written Assessment Reciprocal Peer evaluation
Omnikin Ball	<ul style="list-style-type: none"> <li>• What makes a good teammate?</li> </ul>	Game Strategy Role of a team mate Being an active team member	Safety  <b>Rules</b> Serving Catching Passing Carrying Strategy	6-7 classes	<b>Self Evaluation</b> <b>Peer Evaluation</b> Teacher rubric



Table Tennis	<ul style="list-style-type: none"> <li>• What are the rules of table tennis?</li> <li>•</li> </ul>	Scoring rules Game etiquette Equipment care Singles vs doubles rules	Scoring Grips Shots Serves	2-3 Classes	Self Evaluation Teacher Rubric
Volleyball	<ul style="list-style-type: none"> <li>• What skills do I need to play a modified game?</li> <li>• What are the safety concerns for playing</li> <li>• What are the rules</li> </ul>	Skills needed to play Scoring Rotation Ready position	Safety  <b>Rules</b> Serving Passing Overhead Hit Setting Skills Scoring	2-3 classes	<b>Self Evaluation</b> <b>Peer Evaluation</b> Teacher rubric
Rock Wall Unit	<ul style="list-style-type: none"> <li>• What do I need to be safe around the equipment?</li> <li>• How do I move my body on a rock wall?</li> <li>• Where can I go in the community to use these skills?</li> <li>•</li> </ul>	Identification of moves Spotting Benefits to other sports Rock wall safety	Rock Wall Obstacle Course Weight Transfer	2-3 classes	Teacher checklist  <b>Skill Rubrics</b>  <b>Spotting</b> Climbing Wall Self Evaluation
Tumbling/ climbing	<ul style="list-style-type: none"> <li>• What is balance?</li> <li>• What is flexibility?</li> <li>• What safety considerations are there?</li> <li>• How can this benefit my health?</li> </ul>	Variety of moves Ability to create and perform a routine Spotting	Rolling Balancing (self and with others) Strength Challenges Group Balances Combination of moves Creation of routines	2 classes	Self-assessment Peer Assessment

<b>Jump Roping</b>	<ul style="list-style-type: none"> <li>• How will jumping roping improve my level of fitness?</li> <li>• How can jumping roping be applied to other sports?</li> </ul>	<p>Different jump rope techniques and rhythms Group jumping vs Individual jumping</p>	<p>Forward Backward Double dutch Long rope Short rope Rhythm skills Step moves turns</p>	2-3 days	Teacher check list
Frisbee	<ul style="list-style-type: none"> <li>• What are the rules to playing?</li> <li>• What skills do I need to know to play this game?</li> <li>• What games/sports can I use a Frisbee in?</li> <li>• How many different ways can I throw a Frisbee?</li> </ul>	<p>Scoring with par (Disc golf) Safety when playing (Ultimate Frisbee) How can I use this outside of school? Discathon</p>	<p>Safety Rules Throwing Catching Tricks</p>	3-4 days	Teacher checklist
Basketball	<ul style="list-style-type: none"> <li>• What are the rules of basketball?</li> <li>• What safety considerations are there when playing?</li> </ul>	<p>BEEF Positions Rules Different types of basketball shots</p>	<p>Produce Skills Dribbling Passing – chest, bounce, overhead Finger Tips, Knees, Arm up Step to target Shooting Stationary, Lay-ups Defensive positions</p>	5-6 classes	<p>Skill Rubrics Shooting Passing Dribbling Written Assessment Skills Rules Reciprocal peer evaluation</p>

<b>Field Hockey</b>	<ul style="list-style-type: none"> <li>• What are the rules of the game?</li> <li>• What is safe play in field hockey?</li> </ul>	Field positions Grips for hockey stick Rules for play Sportsmanship Safety of using field stick Places to play in the community Comparison with other “hockey” sports	Stick Handling – dribbling, reverse dribble Passing – drive, push passes Scoring	2 classes	<b>Skill Rubrics</b> Passing Receiving Ball handling Skills Rules
Lacrosse	<ul style="list-style-type: none"> <li>• What are the rules of the game?</li> <li>• What safety considerations are there when playing</li> </ul>	Places to play in the area Safety Equipment Rules	Safety How to hold a stick Scooping Throwing & catching Cradling Shooting at targets	2 classes	Teacher checklist
Option Indoor Unit if needed: 4 square Crab Soccer Spasket ball	<ul style="list-style-type: none"> <li>• What are the rules of the game?</li> <li>• What safety considerations are there when playing</li> </ul>	Places to play in the area Safety Equipment Rules	Safety Strategies	2-4 classes	Teacher checklist
Track and field	<ul style="list-style-type: none"> <li>• What are the safety considerations for track events?</li> <li>• What is the difference between sprints and distance?</li> <li>• What are the jumping events?</li> <li>• What are the throwing events?</li> </ul>	Benefits to personal health Identify the different events Event/Track procedures Basic rules of running events	Safety Running events: 100 Meters 400 Meters 800 Meters Mile Run 55 Meter Hurdles 4 x 100 Meter Relay  Field Events:	10 Classes	Teacher Checklist Event Rubrics Written Assessment

			Long Jump Shot Put Discus High Jump Standing Long Jump		
Softball	<ul style="list-style-type: none"> <li>• What are the rules of the game?</li> <li>• What safety concerns are there when playing?</li> <li>• What are different situations and desired outcomes?</li> </ul>	Field positions Safety Places to play in the community Mechanics of fielding & catching Basic Rules Game Situations	Safety Equipment Throwing, around the bases Catching (tossing, pop fly's) Fielding, playing ground balls Hitting from a Tee Hitting from a pitch Base running	5 classes	Teacher checklist
<b>Elective Activities</b>  Available based upon time, space, class sizes	<ul style="list-style-type: none"> <li>•</li> </ul>				
Bowling	<ul style="list-style-type: none"> <li>• How can bowling be used as a lifetime sport?</li> <li>• What rules are there for bowling?</li> </ul>	Places in the area to go bowling Safety Rules	Safety Bowling ball grip Rules of the game Approach steps Games		<b>Teacher checklist</b> Written Assessment
Orienteering (elective)	<ul style="list-style-type: none"> <li>• How to read a compass?</li> <li>• How to read a map?</li> </ul>	Use of this as a life skill Places this can be used outside of school	Safety Compass reading Map orientation		Teacher Checklist Written

			Finding points Scavenger hunt		Assessment
Snowshoeing (elective)	<ul style="list-style-type: none"> <li>• What do I need to know to snowshoe?</li> <li>• What other activities can I do on snowshoes?</li> </ul>	Selecting Shoes Places to do this outside of school Benefits to personal health Proper use of snowshoes	Safety Sizing Technique Turning Hills	TBA (weather based)	Teacher Checklist
Bocce (elective)	<ul style="list-style-type: none"> <li>• How can bocce be used as a lifetime activity?</li> <li>• What rules are there for bocce?</li> <li>• Where can I play bocce?</li> </ul>	Safety Rules Skills need	Safety Types of tosses Strategies Equipment identification Solo vs Team Play		<b>Teacher checklist</b>
Yoga (elective)	<ul style="list-style-type: none"> <li>• How will yoga improve my health and wellness?</li> <li>•</li> </ul>	Safety How yoga benefits other physical activities	Safety Poses History		Teacher Checklist
Croquet (elective)	<ul style="list-style-type: none"> <li>• How can croquet be used as a lifetime activity?</li> <li>• What rules are there for croquet?</li> <li>• Where can I play croquet?</li> </ul>	Safety Rules Skills need	Safety Strategies Equipment identification		<b>Teacher checklist</b>

**COURSE: Physical Education**  
**GRADE LEVEL: 7 & 8**

MAIN/GENERAL TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	SKILLS- WHAT THEY WILL BE ABLE TO DO:	WHEN STUDENT DOES IT:	ASSESSMENTS:
Orientation	<ul style="list-style-type: none"> <li>• What is safety in PE?</li> <li>• What is expected of me when I come to physical education?</li> </ul>	Wearing appropriate dress Excuse procedures Grading procedures How to open locks	Fire drill procedures Locker room procedures	2 classes	Teacher Rubric
Fitness Gram	<ul style="list-style-type: none"> <li>• How do I perform each of these tasks?</li> <li>• What is the healthy fitness zone?</li> </ul>	Benefits of healthy fitness zone Wellness as a part of life Identify what test measures what area of physical fitness	Pacer Trunk extension Curl-up Push-up BMI Sit-n-reach Flexed Arm Hang Pull Up 1-Mile Run walk Height & Weight	4 classes	Computer Analysis Homework Assignment
Cooperative Games	<ul style="list-style-type: none"> <li>• How does a Full Value Contract affect me?</li> <li>• What is “community”?</li> <li>• How do I solve a problem?</li> <li>• How do I work as a team member?</li> <li>• What is trust?</li> </ul>	How to earn trust from others Steps to problem solving Skills for working with others What is full value What is sportsmanship/etiquette	Community Create a “Full Value Contract” Problem Solving Trust Activities Community	4 classes	<b>Self Evaluation</b> Peer Evaluation
Soccer	<ul style="list-style-type: none"> <li>• What are the rules of the game?</li> </ul>	Different soccer ball lifts Rules of play	Juggling Passing	8 classes	<b>Skill</b>

	<ul style="list-style-type: none"> <li>• What are the safety considerations in the game?</li> </ul>	<p>Special skills for play Parts of the foot Field positions Offensive &amp; defensive strategy What is sportsmanship/etiquette</p>	<p>Dribbling Direct/Indirect/Corner Goalie Skills Inside/Outside/Laces Foot/Thigh/Chest Trapping Lines of the field Offense vs. Defense Small Sided Games</p>		<p><b>Rubrics</b> Passing Receiving Trapping Strategy Game play Written test Skills Rules</p>
Flag Football	<ul style="list-style-type: none"> <li>• What safety considerations are there?</li> <li>• What are the rules of the game?</li> </ul>	<p>Fielding positions Scoring Football grip Rules for play Offensive vs. Defensive Strategy 3-step drop What is sportsmanship/etiquette</p>	<p>Throwing Catching Tackle- flag pull Pass patterns Offense/Defense Take a knee Tucking the ball away</p>	<p>8 classes Coed Choice</p>	<p><b>Skill Rubrics</b> Passing Receiving Strategy</p> <p><b>Game Play</b> Written Assessment Skills Rules</p>
Frisbee	<ul style="list-style-type: none"> <li>• What are the rules to playing?</li> <li>• What skills are needed for success with a Frisbee?</li> <li>• What games/sports can I use a Frisbee in?</li> </ul>	<p>Scoring with par (disc golf) Safety when playing (ultimate Frisbee) How can I use this outside of school? Discathalon What is sportsmanship/etiquette</p>	<p>Safety Rules Throwing Catching Tricks Strategy Offense vs. Defense</p>	<p>8 classes Coed Choice</p>	<p>Teacher checklist Skill Rubric</p>

Swimming	<ul style="list-style-type: none"> <li>• What is safe around the pool?</li> <li>• What are the pool procedures?</li> <li>• How will swimming improve my wellness?</li> </ul>	<p>Appropriate pool attire Identify unsafe things around a pool Different swimming strokes Rules of competitive swimming What is sportsmanship/etiquette</p>	<p>Entry/Exit Bobbing Tread water Streamline Floats – Front/Back Front Crawl Back Stroke Elementary Backstroke Sidestroke Butterfly/Breast Strokes (optional) Diving Starts</p>	9 Classes Non-Coed	<p>Skills Rubrics Front crawl Back stroke Sidestroke Elementary Backstroke Diving</p>
Basketball	<ul style="list-style-type: none"> <li>• What are the rules of basketball?</li> <li>• What safety considerations are there when playing?</li> <li>• Where can I play in the community?</li> </ul>	<p>BEEF (Balance, elbow, eyes, follow through) Strategies Offense vs. Defense Positions Rules Different types of basketball shots Related basketball games (knockout, around the world, 2 bounce, horse, 21, basketball golf) Man – to – man Game specific situations (ie. Foul shot, jump ball, in-bounds play) What is sportsmanship/etiquette</p>	<p>Produce Skills Dribbling Passing – chest, bounce, overhead Finger Tips, Knees, Arm up Step to target Shooting Stationary, Lay-ups Defensive positions 2 v2 / 3 v 3 Games</p>	9 Classes Non-Coed	<p>Skill Rubrics Shooting Passing Dribbling Game play Written Assessment Skills Rules Reciprocal peer evaluation</p>
Pickle ball	<ul style="list-style-type: none"> <li>• What are the rules for playing?</li> <li>• What safety issues are there?</li> <li>• How can I apply this</li> </ul>	<p>Skills that can be used in other sports Rules Scoring Shot selection What is sportsmanship/etiquette</p>	<p>Serving Forehand Backhand Returning Volley</p>	9 Classes Non-Coed	<p><b>Skill Rubrics</b> Serving Volleying</p>



	to other sports?		Grips Body Positions Overhead Smash Drive Shot Cross Court Shot Drop Shot Lob Shot		Game Play Written Assessment Reciprocal Peer evaluation
Water Polo	<ul style="list-style-type: none"> <li>• What safety considerations are there with water polo?</li> <li>• What are the rules for play?</li> <li>• What do the different whistles mean?</li> </ul>	Swimming strokes Game Rules Water Polo - meaning of whistles Types of shots How to defend Goalie play Sportsmanship and etiquette	Treading water Throwing Catching Shooting Goal keeping Passing Game Strategy Faking/cradling	5 classes	Skill Rubric Written Assessment Observation
Rock Wall Unit	<ul style="list-style-type: none"> <li>• What do I need to be safe around the equipment?</li> <li>• How do I move my body on a rock wall?</li> </ul>	Identification of moves Spotting Benefits to other sports Rock wall safety Challenge of the day	Rock Wall safety Body weight shifting Balancing on different points Types of grips Route selection Route design	8-9 classes	Teacher checklist  <b>Skill Rubrics</b>  <b>Spotting</b> Climbing Wall Self Evaluation
Table Tennis	<ul style="list-style-type: none"> <li>• What are the rules of table tennis?</li> <li>• How does a tournament run?</li> </ul>	Scoring rules Game etiquette Equipment care Singles vs doubles rules Tournaments (single elimination, double	Scoring Grips Shots (Smash, drop, top spin, back spin) Serves	8-9 classes	Self Evaluation Teacher Rubric

		elimination, round robin)			
Spasket Ball	<ul style="list-style-type: none"> <li>• What are the rules of spasket ball?</li> <li>• What game strategies are used for play?</li> </ul>	Scoring rules Game etiquette Safety Good decision making Sportsmanship Teamwork	Passing Movement off the ball Shot selection	3 classes	Teacher Rubric
Indoor Soccer (Crab soccer 1 day)	<ul style="list-style-type: none"> <li>• What are the rules of indoor soccer</li> <li>• What game strategies are used for play?</li> </ul>	Scoring rules Game etiquette Safety Good decision making Sportsmanship Teamwork	Passing Movement off the ball Shot selection Goalie skills	3 classes	Teacher Rubric
Games Unit 4 Base Kickball Shield Ball 4 Square Whiffleball	<ul style="list-style-type: none"> <li>• What are the rules of each game?</li> <li>• What game strategies are used for play?</li> </ul>	Scoring rules Game etiquette Safety Good decision making Sportsmanship Teamwork	Game specific skills Game rules Game strategies	3 classes	Teacher Rubric

<b>Weight room</b>	<ul style="list-style-type: none"> <li>• What are the 5 areas of fitness?</li> <li>• Why is fitness important to me?</li> </ul>	<p>Major muscle groups identification  Identification of moves  Areas of fitness  Safety  Free weight Use  Understanding form  Weight room etiquette</p>	<p>Safety  Muscles used with different exercises  Types of Fitness (5 areas)  Exercises in each of the areas of fitness</p>	3 classes	<p>Teacher  Checklist  Rubric  Self  Assessment</p>
<b>Fitness Unit</b>	<ul style="list-style-type: none"> <li>• What is circuit training?</li> <li>• What are different training principles?</li> <li>• What does fitness mean to me?</li> </ul>	<p>Identification of training principles  Understanding of the 5 areas of fitness  Major muscle group identification  Use Fitnessgram scores to identify exercises to improve health</p>	<p>Safety use of equipment  Fitness areas improved on by specific activities  Identification of new fitness exercises</p>	3 classes	<p>Teacher  checklist  Worksheets  Self  Assessments</p>
Track and field	<ul style="list-style-type: none"> <li>• What are the safety considerations for track events?</li> <li>• What are the different running events?</li> <li>• How does a relay work?</li> </ul>	<p>Benefits to personal health  Identify the different events  Event/Track procedures</p>	<p>Safety  Running events:  100 Meters  400 Meters  800 Meters  Mile Run  55 Meter Hurdles  4 x 100 Meter Relay  Field Events:  Long Jump  Shot Put  Discus  High Jump  Triple Jump  Standing Long Jump</p>	10 Classes	<p>Teacher  Checklist  Event Rubrics  Written  Assessment</p>
Fitness Gram	<ul style="list-style-type: none"> <li>• Where am I in the healthy fitness zone?</li> <li>• How to maintain or</li> </ul>	<p>Community places to go and maintain fitness/health  Specific activities for each fitness to help</p>	<p>Pacer  Trunk extension  Curl-up</p>	<p>May  4 Classes  Coed</p>	<p>Computer  Analysis</p>

	improve my fitness levels over the summer?	improve	Push-up BMI Sit-n-reach Height & Weight		
Softball	<ul style="list-style-type: none"> <li>• What are the rules of the game?</li> <li>• What safety concerns are there when playing?</li> </ul>	Field positions Safety Places to play in the community Mechanics of fielding Rules for play	Safety Equipment Throwing, around the bases Catching (tossing, pop fly's) Fielding, playing ground balls Hitting from a Tee Hitting from a pitch	8 Classes	Teacher checklist
<b>Elective Activities</b> Available based upon time, space, class sizes	<ul style="list-style-type: none"> <li>•</li> </ul>				

<b>Field Hockey</b>	<ul style="list-style-type: none"> <li>• What are the rules of the game?</li> <li>• What is safe play in field hockey?</li> </ul>	Field positions Grips for hockey stick Rules for play Offensive vs Defense Strategy	Stick Handling – dribbling, reverse dribble Passing – drive, push passes Tackling Scoring Offense vs. Defense		<b>Skill Rubrics</b> Passing Receiving Ball handling Written Assessment Skills Rules
Volleyball	<ul style="list-style-type: none"> <li>• What are the rules with volleyball?</li> <li>• What are the safety considerations when playing?</li> </ul>	Special Skills Scoring Rotation Role of each player Rules Strategy	Bump Set Triangle Hands together Proper Grip Stance Spike Hitting Serving (over/under hand) Rotating		Skill Rubrics Serving Bumping Setting Game play Written Assessment Reciprocal Peer evaluation
Lacrosse	<ul style="list-style-type: none"> <li>• What are the rules of the game?</li> <li>• What safety considerations are there when playing?</li> <li>• What sports are similar?</li> </ul>	Places to play in the area Safety Equipment Rules	Safety How to hold a stick Scooping Cradling Shooting at targets Offensive & defensive strategy		Teacher checklist
Rock Wall (Belay climbing)	<ul style="list-style-type: none"> <li>• What safety concerns are there with belay climbing?</li> <li>• What skills are needed for belay</li> </ul>	How to put on a harness What are the safety commands Route selection Communication with belay team	Harness safety Carabiner safety Routines Grips Moves		Belay team evaluation

	climbing?		Proper lowing		
Omnikin Ball	<ul style="list-style-type: none"> <li>Why is sportsmanship so important?</li> </ul>	Game Strategy Role of a team mate Positive Sportsmanship	Safety Rules Serving Catching Passing Carrying Strategy		Self Evaluation Peer Evaluation Teacher Rubric
Bowling	<ul style="list-style-type: none"> <li>How can bowling be used as a lifetime sport?</li> <li>What rules are there for bowling?</li> </ul>	Places in the area to go bowling Safety Rules to playing Scoring	Safety Bowling ball grip Rules of the game Approach steps Games		Teacher Checklist Written Assessment
Orienteering	<ul style="list-style-type: none"> <li>How to read a compass?</li> <li>How to read a map?</li> </ul>	Use of this as a life skill Places this can be used outside of school	Safety Compass reading Map orientation Finding points Scavenger hunt		Teacher Checklist Written Assessment
Snowshoeing	<ul style="list-style-type: none"> <li>What do I need to know to snowshoe?</li> <li>What other activities can I do on snowshoes?</li> <li>Where can I use this skill?</li> </ul>	Selecting Shoes Places to do this outside of school Benefits to personal health Proper use of snowshoes	Safety Sizing Technique Turning Hills		Teacher Checklist Written Assessment
Bocce (elective)	<ul style="list-style-type: none"> <li>How can bocce be used as a lifetime activity?</li> <li>What rules are there for bocce?</li> <li>Where can I play</li> </ul>	Safety Rules Skills need	Safety Types of tosses Strategies Equipment identification Solo vs Team Play		<b>Teacher checklist</b>

	bocce?				
Croquet (elective)	<ul style="list-style-type: none"> <li>• How can croquet be used as a lifetime activity?</li> <li>• What rules are there for croquet?</li> <li>• Where can I play croquet?</li> </ul>	Safety Rules Skills need	Safety Strategies Equipment identification		<b>Teacher checklist</b>

**COURSE: Physical Education**  
**GRADE LEVEL: 9<sup>th</sup> & 10<sup>th</sup> Grade – A Year**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
ORIENTATION		<ul style="list-style-type: none"> <li>• What are the policies and procedures for Physical Education?</li> <li>• Why is it important to follow the policies and procedures?</li> <li>• What are the benefits of Physical Education class?</li> </ul>	<ul style="list-style-type: none"> <li>• PE requirements and expectations</li> <li>• Make-ups and medicals (short/long term) – procedures</li> <li>• Grading</li> <li>• Proper attire</li> </ul>	<ul style="list-style-type: none"> <li>• Fire Drill</li> <li>• Gymnasium Rules</li> <li>• Demonstrate proper etiquette and regard for others</li> </ul>	Sept. – 2 Days	<ul style="list-style-type: none"> <li>• Teacher Rubric</li> </ul>
FITNESS GRAM		<ul style="list-style-type: none"> <li>• How can I use the results of the fitness gram to help improve my overall wellness?</li> </ul>	<ul style="list-style-type: none"> <li>• Components of the Fitness Gram Test</li> <li>• How each of the areas relates to their overall fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Curl-up</li> <li>• Push-up</li> <li>• Trunk Extension</li> <li>• Sit and Reach</li> <li>• Body Mass Index</li> <li>• Pacer Run</li> </ul>	Sept. & May 3 Days	<ul style="list-style-type: none"> <li>• Computer Analysis</li> </ul>
SOCCER		<ul style="list-style-type: none"> <li>• How will playing benefit my personal health and wellness</li> <li>• What principles in this sport carry over to other sports?</li> </ul>	<ul style="list-style-type: none"> <li>• Lines on field</li> <li>• Rules of game</li> <li>• Offensive strategies</li> <li>• Defensive strategies</li> <li>• Field Positions</li> <li>• Opportunities to play in the community</li> <li>• Benefits towards personal health</li> <li>• Result of application of force on ball to flight path</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Passing</li> <li>• Shooting</li> <li>• Juggling</li> <li>• Goalie Skills</li> <li>• Offensive strategy</li> <li>• Defensive strategy</li> <li>• Throw Ins</li> <li>• Special Kick</li> </ul>	Sept. – Oct. 4 Weeks Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of Safety procedures and etiquette</li> <li>• Personal/</li> </ul>



						<ul style="list-style-type: none"> <li>Social responsibility and safety</li> <li>Skill Rubric Project:</li> <li>Planning a trip</li> </ul>
FIELD HOCKEY		<ul style="list-style-type: none"> <li>Where can I participate in field hockey in our community?</li> <li>What are the benefits of playing field hockey?</li> </ul>	<ul style="list-style-type: none"> <li>Basic field positions and responsibilities</li> <li>Procedures for long hits, corners, free hits, side-ins</li> <li>Safety policies, procedures &amp; practices</li> <li>Strategies</li> <li>Appropriate personal and social behavior</li> <li>Game procedures</li> <li>Verbalize proper skill execution</li> </ul>	<ul style="list-style-type: none"> <li>Stick work – dribbling, reverse stick</li> <li>Pass – drive, push pass</li> <li>Tackling skills</li> <li>Marking skills</li> <li>Defense</li> </ul>	Sept. – Oct. 4 Weeks Coed Choice	<ul style="list-style-type: none"> <li>Authentic Assessment with rubric for each skill:</li> <li>Application of skills</li> <li>Personal Challenge/ decision making and preparation</li> <li>Application of safety procedures and etiquette</li> <li>Personal/ Social responsibility and safety</li> <li>Skill Rubric Project:</li> <li>Planning a trip</li> </ul>
COOPERATIVE GAMES		<ul style="list-style-type: none"> <li>What are the benefits of cooperative activities for the future?</li> <li>And in Physical Education?</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Supporting Group Members</li> <li>Creating value</li> <li>Tolerance</li> <li>Self Challenge</li> </ul>	<ul style="list-style-type: none"> <li>Creating Community</li> <li>Full Value</li> <li>Creativity</li> <li>Risk Taking</li> <li>Leadership</li> <li>Elements</li> </ul>	Oct. – 2 Weeks (A & B year) Coed	<ul style="list-style-type: none"> <li>Teacher Checklist</li> </ul>

TEAM HANDBALL		<ul style="list-style-type: none"> <li>• How can handball be used as a lifetime sport?</li> <li>• What physical benefits are there to playing handball?</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and strategies</li> <li>• Offensive strategies</li> <li>• Defensive strategies</li> <li>• How can I use these skills</li> <li>• Debate question "Should this be an Olympic sport?"</li> </ul>	<ul style="list-style-type: none"> <li>• Catch</li> <li>• Throw</li> <li>• Pass</li> <li>• Shoot</li> <li>• Defensive guarding</li> <li>• Screening</li> <li>• Dribbling</li> <li>• Offensive and defensive game</li> <li>• Strategy</li> </ul>	Nov. – Girls Dec. – Boys 3 Weeks	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety</li> <li>• Procedures and etiquette</li> <li>• Personal/ Social responsibility and safety</li> </ul>
WEIGHT ROOM		<ul style="list-style-type: none"> <li>• What are the benefits of weight training?</li> <li>• How does it affect different areas of life?</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-test to establish a benchmark</li> <li>• Proper technique when performing lifts</li> <li>• Spotting techniques</li> <li>• Proper warm up and warm down</li> <li>• Ability to read a variety of personal weight training programs</li> <li>• Understanding of difference training principles using weights</li> <li>• Identify major muscle groups and lifts that work the muscles</li> </ul>	<ul style="list-style-type: none"> <li>• Proper lifting techniques</li> <li>• Spotting techniques</li> <li>• Creation of personal weight training program</li> </ul>	Nov. – Boys Dec. – Girls 3 Weeks (A & B Year)	<ul style="list-style-type: none"> <li>• Rubric including: Identification of muscle group Identification of proper lift for muscle group Perform proper technique for lift Proper spotting technique Use of training card</li> </ul>
DANCE		<ul style="list-style-type: none"> <li>• What is a folk dance?</li> <li>• What is a line dance?</li> <li>• What is a square dance?</li> <li>• What is the role of dance as a part of</li> </ul>	<ul style="list-style-type: none"> <li>• Basic moves of the different dances</li> <li>• Recognizing different music tempos</li> <li>• Understanding of dance etiquette</li> <li>• Role of leading and following</li> </ul>	<ul style="list-style-type: none"> <li>• Combination moves to be created by the dance couples or groups</li> <li>• Ability to perform</li> </ul>	Jan. – 2 Weeks Coed	<ul style="list-style-type: none"> <li>• Written History of each type of dance</li> <li>• Identification of moves</li> <li>• Authentic</li> </ul>

		society?		without cues from teacher <ul style="list-style-type: none"> <li>• Ability to follow calling</li> </ul>		Assessment Rubric: <ul style="list-style-type: none"> <li>• Application of skills</li> <li>• Personal challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/ Social responsibility and safety</li> </ul>
SNOWSHOE		<ul style="list-style-type: none"> <li>• How can I use this as a lifetime activity?</li> <li>• Why should I use this as a lifetime activity?</li> </ul>	<ul style="list-style-type: none"> <li>• Where in the area can I use these skills</li> <li>• Adjust clothing to environmental conditions</li> <li>• Understanding impact on the environment</li> <li>• How to adjust to changes in terrain</li> <li>• Areas of fitness influence by activity</li> </ul>	<ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Change in direction</li> <li>• Change in terrain</li> <li>• Proper fit of shoe</li> <li>• Proper attire</li> <li>• Use of pedometers with snowshoe</li> <li>• Use of orienteering skills</li> <li>• Obstacle course</li> </ul>	Jan. – 1 Week Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/ Social responsibility and safety</li> <li>• Skill Rubric Project:</li> <li>• Planning a field</li> </ul>

						trip
BOWLING		<ul style="list-style-type: none"> <li>• How can I use bowling as a lifetime sport?</li> </ul>	<ul style="list-style-type: none"> <li>• Where in the community can I use these skills?</li> <li>• Understand splits</li> <li>• Scoring</li> <li>• Selection of ball</li> </ul>	<ul style="list-style-type: none"> <li>• Grip</li> <li>• Approach</li> <li>• Strategy</li> <li>• Scoring</li> <li>• Etiquette of play</li> <li>• Rotation of jobs</li> </ul>	Jan. – 1 Week Coed Choice	<ul style="list-style-type: none"> <li>• Scoring Card</li> <li>• Peer Evaluation of skills</li> </ul>
PICKLE BALL		<ul style="list-style-type: none"> <li>• What sports related skills does pickle ball improve?</li> </ul>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Identification of skills used in other sports</li> <li>• Identify other activities in your area similar to pickle ball</li> </ul>	<ul style="list-style-type: none"> <li>• Grips</li> <li>• Scoring</li> <li>• Play area</li> <li>• Rule violations</li> </ul>	Feb. – 3 Weeks Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/ Social responsibility and safety</li> </ul>
COOPERATIVE GAMES		<ul style="list-style-type: none"> <li>• Why are these skills needed for success in life?</li> <li>• How will my role in these activities benefit others and myself?</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Safe risk taking</li> <li>• Goal setting</li> <li>• Sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Community</li> <li>• Full Value</li> <li>• Creativity</li> <li>• Risk Taking</li> <li>• Leadership</li> <li>• Elements</li> </ul>	Feb. – 3 Weeks Coed Choice (A & B Year)	<ul style="list-style-type: none"> <li>• Teacher Checklist</li> </ul>

CLIMBING WALL/HIGH ELEMENTS		<ul style="list-style-type: none"> <li>• What benefits will rock climbing have on my personal health and wellness?</li> <li>• What is self-challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Safety issues</li> <li>• Proper spotting techniques</li> <li>• Belay skills</li> <li>• Terminology</li> <li>• Safe climbing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Grips for holds</li> <li>• Foot positions</li> <li>• Dynamic moves</li> <li>• Safety</li> <li>• Spotting</li> <li>• Belaying</li> <li>• Descending from wall</li> <li>• Positive communication skills</li> </ul>	Feb. – 3 Weeks Coed Choice (A & B Year)	<ul style="list-style-type: none"> <li>• Authentic Assessment Rubric:</li> <li>• Communication skills</li> <li>• Climbing Skills</li> <li>• Climbing and descending procedures and commands</li> </ul>
SWIMMING		<ul style="list-style-type: none"> <li>• Why is swimming a necessary life skill?</li> <li>• What do I need to know to be an informed spectator at a swimming event?</li> <li>• How can I use these skills in my life?</li> <li>• What are essential drown proofing skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Where in the community can I use these skills?</li> <li>• What safety considerations are there when swimming</li> <li>• How to identify unsafe conditions for swimming</li> <li>• Identification of different swim strokes</li> </ul>	<ul style="list-style-type: none"> <li>• Floats</li> <li>• Tread water</li> <li>• Glides</li> <li>• Rhythmic Breathing</li> <li>• Bobbing</li> <li>• Object Retrieval</li> <li>• Arm actions &amp; kicks for various strokes</li> <li>• Front Crawl</li> <li>• Back Crawl</li> <li>• Elementary</li> <li>• Backstroke</li> <li>• Breaststroke</li> <li>• Butterfly</li> <li>• Sidestroke</li> <li>• Dives</li> <li>• Change of directions</li> <li>• Help &amp; Huddle</li> <li>• Positions</li> <li>• Basic Water Safety – Reaches, Extensions, Throws</li> </ul>	March – Boys April – Girls 3 Weeks (A & B Year)	<ul style="list-style-type: none"> <li>• Authentic Assessment Rubric:</li> <li>• Based on American Red Cross learn to swim program</li> <li>• Based on pre and post testing</li> </ul>

BASKETBALL		<ul style="list-style-type: none"> <li>• What makes basketball a lifetime sport?</li> <li>• What do I need to know to be an informed spectator?</li> </ul>	<ul style="list-style-type: none"> <li>• Review basic offensive skills and basic defensive skills</li> <li>• Terminology</li> <li>• Rules</li> <li>• Safety</li> <li>• Create team plays and execution of plays in games</li> <li>• What skills can transfer to other sports</li> </ul>	<ul style="list-style-type: none"> <li>• Shooting</li> <li>• Dribbling</li> <li>• Passing</li> <li>• Pivoting</li> <li>• Guarding</li> <li>• Types of defense</li> <li>• Offensive plays</li> </ul>	<p>March – Girls April – Boys 3 Weeks (A year)</p>	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/ Social responsibility and safety</li> <li>• Written: History Positions Strategies Rules Procedures</li> </ul>
CIRCUIT TRAINING		<ul style="list-style-type: none"> <li>• What are the 5 areas of fitness?</li> <li>• How can you create your own personal circuit training program?</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of circuit training</li> <li>• Components of circuit training</li> <li>• Principles used in circuit training</li> <li>• Safety considerations</li> <li>• Identification of different skills/activities</li> </ul>	<ul style="list-style-type: none"> <li>• Proper performance of each circuit</li> <li>• Safe performance of each activity</li> </ul>	<p>April/May 3 Weeks Coed Choice</p>	<ul style="list-style-type: none"> <li>• Creation of personal circuit training program</li> </ul>
SOFTBALL		<ul style="list-style-type: none"> <li>• How does it affect my personal fitness level?</li> <li>• How can you plan and implement a program that includes strength, agility, speed, upper body strength and flexibility with softball in</li> </ul>	<ul style="list-style-type: none"> <li>• Where in the community can I play</li> <li>• Rules</li> <li>• Safety</li> <li>• Offense and defense strategy</li> <li>• Difference between slow and fast pitch games</li> <li>• Identifies activities to improve skill</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Fielding</li> <li>• Batting</li> <li>• Pitching</li> <li>• Offense skills</li> <li>• Base Running</li> <li>• Defense skills</li> </ul>	<p>June 2 Weeks Coed Choice</p>	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Skills</li> <li>• Rules and Conventions</li> <li>• Strategies</li> </ul>

		mind	deficiencies <ul style="list-style-type: none"> <li>• Apply science concepts to softball performance (timing, sequencing)</li> <li>• Tag vs. Force plays</li> </ul>	<ul style="list-style-type: none"> <li>• Double play</li> <li>• Backing up</li> <li>• Force and tag plays</li> <li>• Communicating with teammates and officials</li> </ul>		<ul style="list-style-type: none"> <li>• Personal and Social Behaviors</li> <li>• Safety policies</li> <li>• Procedures and practices</li> <li>• Written: History Rules Field of play</li> </ul>
INTERVAL TRAINING		<ul style="list-style-type: none"> <li>• What are the benefits of interval training?</li> <li>• How will it benefit my lifetime wellness?</li> </ul>	<ul style="list-style-type: none"> <li>• Different interval training options</li> <li>• Safety when performing intervals</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of set activities</li> </ul>	June – 2 Weeks Coed Choice (A Year)	<ul style="list-style-type: none"> <li>• Self Evaluation</li> <li>• Teacher Rubric</li> </ul>
FITNESS GRAM		<ul style="list-style-type: none"> <li>• How can I maintain/improve my health and wellness throughout the summer?</li> </ul>	<ul style="list-style-type: none"> <li>• Components of the Fitness Gram Test</li> <li>• How each of the areas relates to their overall fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Curl-Up</li> <li>• Push-Up</li> <li>• Trunk Extension</li> <li>• Sit and Reach</li> <li>• Body Mass Index</li> <li>• Pacer Run</li> </ul>	Sept. & May – 3 Days	<ul style="list-style-type: none"> <li>• Computer Analysis</li> </ul>

**COURSE:** Physical Education  
**GRADE LEVEL:** 9<sup>th</sup> & 10<sup>th</sup> Grade – B Year

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
ORIENTATION		<ul style="list-style-type: none"> <li>• What are the policies and procedures for Physical Education?</li> <li>• Why is it important to follow the policies and procedures?</li> <li>• What are the benefits of Physical Education class?</li> </ul>	<ul style="list-style-type: none"> <li>• PE requirements and expectations</li> <li>• Make-ups and medicals (short/long term) – procedures</li> <li>• Grading</li> <li>• Proper attire</li> </ul>	<ul style="list-style-type: none"> <li>• Fire Drill</li> <li>• Gymnasium Rules</li> <li>• Demonstrate proper etiquette and regard for others</li> </ul>	Sept. – 2 Days	<ul style="list-style-type: none"> <li>• Teacher Rubric</li> </ul>
FITNESS GRAM		<ul style="list-style-type: none"> <li>• How can I use the results of the fitness gram to help improve my overall wellness?</li> </ul>	<ul style="list-style-type: none"> <li>• Components of the Fitness Gram Test</li> <li>• How each of the areas relates to their overall fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Curl-Up</li> <li>• Push-Up</li> <li>• Trunk Extension</li> <li>• Sit and Reach</li> <li>• Body Mass Index</li> <li>• Pacer Run</li> </ul>	Sept. & May – 3 Days	<ul style="list-style-type: none"> <li>• Computer Analysis</li> </ul>
ULTIMATE FRISBEE		<ul style="list-style-type: none"> <li>• What health benefits can I receive from playing Frisbee?</li> <li>• What areas of fitness can I improve through Frisbee?</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and regulations</li> <li>• Offensive Strategy</li> <li>• Defensive Strategy</li> <li>• Where can I play in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Marking</li> <li>• Grip</li> <li>• Flight patterns</li> <li>• Pass Patterns</li> </ul>	Sept. – Oct. 4 Weeks Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/</li> </ul>



						<ul style="list-style-type: none"> <li>Social responsibility and safety</li> <li>Peer Team Evaluation</li> <li>Self Assessment</li> </ul>
FLAG FOOTBALL		<ul style="list-style-type: none"> <li>What is the impact of football on American society?</li> <li>What knowledge must I have to be an informed spectator?</li> </ul>	<ul style="list-style-type: none"> <li>Where to play in the community</li> <li>Strategy</li> <li>Defensive schemes (zone and man)</li> <li>Terminology</li> <li>Understanding of positions and ability to identify</li> </ul>	<ul style="list-style-type: none"> <li>Punt</li> <li>Pass</li> <li>Kick</li> <li>Stance</li> <li>Catch</li> <li>Throw</li> <li>Center Snap</li> <li>Receiving</li> <li>Guarding</li> <li>Pass off</li> <li>Pass patterns</li> <li>Screening/Shoulder blocking</li> <li>Tacking</li> <li>Offensive and defensive team strategy</li> </ul>	Sept. – Oct. 4 Weeks Coed Choice	<ul style="list-style-type: none"> <li>Authentic Assessment with rubric for each skill:</li> <li>Application of skills</li> <li>Personal Challenge/ decision making and preparation</li> <li>Application of safety procedures and etiquette</li> <li>Personal/ Social responsibility and safety</li> <li>Written: Lines Rules Policies/ Procedures History</li> </ul>
COOPERATIVE GAMES		<ul style="list-style-type: none"> <li>What are the benefits of cooperative activities for the future?</li> <li>And in Physical Education?</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Supporting group members</li> <li>Creating value</li> <li>Tolerance</li> <li>Self Challenge</li> </ul>	<ul style="list-style-type: none"> <li>Creating Community</li> <li>Full Value</li> <li>Creativity</li> <li>Risk Taking</li> <li>Leadership</li> <li>Elements</li> </ul>	Oct. – 2 Weeks Coed (A & B Year)	<ul style="list-style-type: none"> <li>Teacher Checklist</li> </ul>

WEIGHT ROOM		<ul style="list-style-type: none"> <li>• What are the benefits of weight training?</li> <li>• How does it affect different areas of life?</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-test to establish a benchmark</li> <li>• Proper technique when performing lifts</li> <li>• Spotting techniques</li> <li>• Proper warm up and warm down</li> <li>• Ability to read a variety of personal weight training programs</li> <li>• Understanding of different training principles using weights</li> <li>• Identify major muscle groups and lifts that work the muscles</li> </ul>	<ul style="list-style-type: none"> <li>• Proper lifting techniques</li> <li>• Spotting techniques</li> <li>• Creation of personal weight training program</li> </ul>	Nov. – Boys Dec. – Girls 3 Weeks (A & B Year)	<ul style="list-style-type: none"> <li>• Rubric including:</li> <li>• Identification of muscle group</li> <li>• Identification of proper lift for muscle group</li> <li>• Perform proper technique for lift</li> <li>• Proper spotting technique</li> <li>• Use of training card</li> </ul>
BADMINTON		<ul style="list-style-type: none"> <li>• Why is badminton a lifetime sport?</li> <li>• What areas of fitness can be improved through badminton play?</li> </ul>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Scoring</li> <li>• Court making</li> <li>• Boundaries</li> <li>• Legal and illegal hits</li> <li>• Identify names of the equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Grip</li> <li>• Serving</li> <li>• Scoring</li> <li>• Underhand serve</li> <li>• Overhead clear</li> <li>• Underhand clear</li> <li>• Footwork</li> <li>• Smash</li> <li>• Receiving and returns</li> </ul>	Nov. – Girls Dec. – Boys 3 Weeks	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/ Social responsibility and safety</li> <li>• Written: History Rules Boundaries Serving</li> </ul>

DANCE		<ul style="list-style-type: none"> <li>• What is a folk dance?</li> <li>• What is a line dance?</li> <li>• What is a square dance?</li> <li>• What is the role of dance as a part of society?</li> </ul>	<ul style="list-style-type: none"> <li>• Basic moves of the different dances</li> <li>• Recognizing different music tempos</li> <li>• Understanding of dance etiquette</li> <li>• Role of leading and following</li> </ul>	<ul style="list-style-type: none"> <li>• Combination moves to be created by the dance couples or groups</li> <li>• Ability to perform without cues from teacher</li> <li>• Ability to follow calling</li> </ul>	Jan. – 2 Weeks Coed	<ul style="list-style-type: none"> <li>• Written: History of each type of dance</li> <li>• Identification of moves</li> <li>• Authentic Assessment rubric:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/ Social responsibility and safety</li> </ul>
SNOWSHOE		<ul style="list-style-type: none"> <li>• How can I use this as a lifetime activity?</li> <li>• Why should I use this as a lifetime activity?</li> </ul>	<ul style="list-style-type: none"> <li>• Where in the area can I use these skills</li> <li>• Adjust clothing to environmental conditions</li> <li>• Understanding impact on the environment</li> <li>• How to adjust to changes in terrain</li> <li>• Areas of fitness influence by activity</li> </ul>	<ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Change in direction</li> <li>• Change in terrain</li> <li>• Proper fit of shoe</li> <li>• Proper attire</li> <li>• Use of pedometers with snowshoe</li> <li>• Use of orienteering skills</li> <li>• Obstacle course</li> </ul>	Jan. – 1 Week Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/</li> </ul>

						<ul style="list-style-type: none"> <li>Social responsibility and safety</li> <li>Skill Rubric Project: Planning a trip</li> </ul>
BOWLING		<ul style="list-style-type: none"> <li>How can I use bowling as a lifetime sport?</li> </ul>	<ul style="list-style-type: none"> <li>Where in the community can I use these skills?</li> <li>Understand splits</li> <li>Scoring</li> <li>Selection of ball</li> </ul>	<ul style="list-style-type: none"> <li>Grip</li> <li>Approach</li> <li>Strategy</li> <li>Scoring</li> <li>Etiquette of play</li> <li>Rotation of jobs</li> </ul>	Jan. – 1 Week Coed Choice	<ul style="list-style-type: none"> <li>Scoring card</li> <li>Peer evaluation of skills</li> </ul>
COOPERATIVE GAMES		<ul style="list-style-type: none"> <li>Why are these skills needed for success in life?</li> <li>How will my role in these activities benefit myself and others?</li> </ul>	<ul style="list-style-type: none"> <li>Leadership</li> <li>Safe risk taking</li> <li>Goal setting</li> <li>Sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Creating Community</li> <li>Full Value</li> <li>Creativity</li> <li>Risk Taking</li> <li>Leadership</li> <li>Elements</li> </ul>	Feb. – 3 Weeks Coed Choice (A & B Year)	<ul style="list-style-type: none"> <li>Teacher Checklist</li> </ul>
CLIMBING WALL/ HIGH ELEMENTS		<ul style="list-style-type: none"> <li>What benefits will rock climbing have on my personal health and wellness?</li> <li>What is self-challenge?</li> </ul>	<ul style="list-style-type: none"> <li>Safety issues</li> <li>Proper spotting techniques</li> <li>Belay skills</li> <li>Terminology</li> <li>Safe climbing skills</li> </ul>	<ul style="list-style-type: none"> <li>Grips for hold</li> <li>Foot positions</li> <li>Dynamic moves</li> <li>Safety</li> <li>Spotting</li> <li>Belaying</li> <li>Descending from wall</li> <li>Positive communication skills</li> </ul>	Feb. – 3 Weeks Coed Choice (A & B Year)	<ul style="list-style-type: none"> <li>Authentic Assessment rubric:</li> <li>Communication skills</li> <li>Climbing skills</li> <li>Climbing and descending procedures and commands</li> </ul>
ARCHERY		<ul style="list-style-type: none"> <li>How do I pick out equipment appropriate for my size and ability?</li> <li>How do I aim and successfully hit a target?</li> <li>What benefits does archery have on my wellness?</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of scoring &amp; how to fill out score cards</li> <li>Appropriate choice of equipment</li> <li>How to sting a bow</li> <li>Understand commands</li> <li>Where can I use these skills in my life</li> <li>Describe different bows/arrows</li> </ul>	<ul style="list-style-type: none"> <li>String bows</li> <li>Follow commands</li> <li>Knock arrows</li> <li>Raise bow, draw &amp; anchor</li> <li>Aim &amp; release</li> <li>Appropriate</li> </ul>	Feb. – 3 Weeks Coed Choice	<ul style="list-style-type: none"> <li>Authentic Assessment on rubric:</li> <li>Skills</li> <li>Strategy</li> <li>Rules and Conventions</li> <li>Ability to</li> </ul>

			and anatomy of both	stance		participate safely <ul style="list-style-type: none"> <li>Written: Part of equipment Safety</li> </ul>
SWIMMING		<ul style="list-style-type: none"> <li>Why is swimming a necessary life skill?</li> <li>What do I need to know to be an informed spectator at a swimming event?</li> <li>How can I use these skills in my life?</li> <li>What are essential drown proofing skills?</li> </ul>	<ul style="list-style-type: none"> <li>Where in the community can I use these skills?</li> <li>What safety considerations are there when swimming</li> <li>How to identify unsafe conditions for swimming</li> <li>Identification of different swim strokes</li> </ul>	<ul style="list-style-type: none"> <li>Floats</li> <li>Tread water</li> <li>Glides</li> <li>Rhythmic Breathing</li> <li>Bobbing</li> <li>Object Retrieval</li> <li>Arm actions &amp; kicks for various strokes</li> <li>Front Crawl</li> <li>Back Crawl</li> <li>Elementary</li> <li>Backstroke</li> <li>Breaststroke</li> <li>Butterfly</li> <li>Sidestroke</li> <li>Dives</li> <li>Change of directions</li> <li>Help &amp; Huddle</li> <li>Positions</li> <li>Basic Water Safety - Reaches, Extensions, Throws</li> </ul>	<p>March – Boys  April – Girls  3 Weeks (A &amp; B Year)</p>	<ul style="list-style-type: none"> <li>Authentic Assessment rubric:</li> <li>Based on American Red Cross learn to swim program based on pre and post testing</li> </ul>
VOLLEYBALL		<ul style="list-style-type: none"> <li>How does it affect my personal fitness levels?</li> <li>What training principles are used to improve your volleyball skills?</li> </ul>	<ul style="list-style-type: none"> <li>Where to play in the community</li> <li>Strategies for play (offense and defense)</li> <li>Role of referee in a game situation</li> <li>Rules for play</li> </ul>	<ul style="list-style-type: none"> <li>Passing</li> <li>Serving</li> <li>Setting</li> <li>Hitting</li> <li>Blocking</li> <li>Digging</li> </ul>	<p>March – Girls  April – Boys  3 Weeks (B Year)</p>	<ul style="list-style-type: none"> <li>Authentic Assessment with rubric for each skill:</li> <li>Skills</li> <li>Rules and</li> </ul>

			<ul style="list-style-type: none"> <li>• Scoring</li> <li>• Safety considerations</li> <li>• Characteristics of positive sportsmanship</li> <li>• Benefits of playing to improve health and wellness</li> <li>• Understanding of rotation of ball based on application of force</li> </ul>	<ul style="list-style-type: none"> <li>• Referee a game</li> <li>• Positive sportsmanship</li> <li>• Self officiating of games</li> <li>• Ability to combine skills into play</li> </ul>		<ul style="list-style-type: none"> <li>conventions</li> <li>• Strategies</li> <li>• Personal and social behaviors</li> <li>• Safety policies</li> <li>• Procedures and practices</li> <li>• Written: <ul style="list-style-type: none"> <li>History</li> <li>Rules</li> <li>Boundaries</li> <li>Safety</li> <li>Procedures</li> <li>Partner</li> <li>Evaluation</li> </ul> </li> </ul>
CIRCUIT TRAINING		<ul style="list-style-type: none"> <li>• What are the 5 areas of fitness?</li> <li>• How can I create my own personal circuit training program?</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of circuit training</li> <li>• Components of circuit training</li> <li>• Principles used in circuit training</li> <li>• Safety considerations</li> <li>• Identification of different skills/activities</li> </ul>	<ul style="list-style-type: none"> <li>• Proper performance of each circuit</li> <li>• Safe performance of each activity</li> </ul>	April-May 3 Weeks Coed	<ul style="list-style-type: none"> <li>• Creation of personal circuit training program</li> </ul>
TENNIS		<ul style="list-style-type: none"> <li>• How can tennis be a lifetime sport?</li> <li>• What health benefits can I receive from playing?</li> </ul>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Lines</li> <li>• Safety</li> <li>• Scoring for singles and boundaries</li> <li>• Where in the community can I play</li> </ul>	<ul style="list-style-type: none"> <li>• Grip</li> <li>• Forehand</li> <li>• Backhand</li> <li>• Serve</li> <li>• Scoring</li> <li>• Doubles</li> <li>• Singles</li> <li>• Smash</li> <li>• Overhead hit</li> <li>• Lobbing</li> <li>• Body positioning</li> <li>• Slice</li> </ul>	June 2 Weeks Coed Choice (B Year)	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill</li> <li>• Application of skills</li> <li>• Personal/Challenge</li> <li>• Decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/Social</li> </ul>

						responsibility and safety <ul style="list-style-type: none"> <li>Written: History Scoring Types of hits</li> </ul>
FITNESS TRAIL/ ORIENTEERING		<ul style="list-style-type: none"> <li>Where can I use these skills in my life?</li> </ul>	<ul style="list-style-type: none"> <li>Read topographic maps</li> <li>How to read a compass</li> <li>How to follow coordinates</li> <li>Understand the value of fitness trails</li> <li>Where in the community can I use these skills</li> <li>What other activities can be used on the fitness trail</li> </ul>	<ul style="list-style-type: none"> <li>Compass orientation</li> <li>Reading a key</li> <li>Safety</li> </ul>	June 2 Weeks Coed Choice (B Year)	<ul style="list-style-type: none"> <li>Self Evaluation</li> <li>Scoring Card</li> </ul>

**COURSE: Physical Education**  
**GRADE LEVEL: 11<sup>th</sup> & 12<sup>th</sup> Grade – A Year**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
ORIENTATION		<ul style="list-style-type: none"> <li>• What are the policies and procedures for physical education?</li> <li>• Why is it important to follow the policies and procedures?</li> <li>• What are the benefits of physical education class?</li> </ul>	<ul style="list-style-type: none"> <li>• PE requirements and expectations</li> <li>• Make-ups and medicals (short/long term) – procedures</li> <li>• Grading</li> <li>• Proper attire</li> </ul>	<ul style="list-style-type: none"> <li>• Fire Drill</li> <li>• Gymnasium Rules</li> <li>• Demonstrate proper etiquette and regard for others</li> </ul>	Sept. – 2 Days	<ul style="list-style-type: none"> <li>• Teacher Rubric</li> </ul>
FITNESS GRAM		<ul style="list-style-type: none"> <li>• How can I use the results of the fitness gram to help improve my overall wellness?</li> </ul>	<ul style="list-style-type: none"> <li>• Components of the Fitness Gram Test</li> <li>• How each of the areas relates to their overall fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Curl-up</li> <li>• Push-up</li> <li>• Trunk Extension</li> <li>• Sit and Reach</li> <li>• Body Mass Index</li> <li>• Pacer Run</li> </ul>	Sept. & May – 3 Days	<ul style="list-style-type: none"> <li>• Computer Analysis</li> </ul>
SPEED-A-WAY		<ul style="list-style-type: none"> <li>• How does speed away contribute to my overall fitness?</li> <li>• What other sports have similar skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Boundaries</li> <li>• Scoring</li> <li>• How to score</li> <li>• How much each score worth</li> <li>• Offensive strategies</li> <li>• Defensive strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Offensive options</li> <li>• Passing running</li> <li>• Dribbling</li> <li>• Catching</li> <li>• Throwing</li> <li>• Kicking</li> <li>• Rules</li> <li>• Strategy</li> </ul>	Sept. – Oct. 4 Weeks Coed Choice (A Year)	<ul style="list-style-type: none"> <li>• Teacher Checklist</li> </ul>
TENNIS		<ul style="list-style-type: none"> <li>• How can tennis be a lifetime sport?</li> <li>• What health benefits can I receive from playing?</li> </ul>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Lines</li> <li>• Safety</li> <li>• Scoring for singles and boundaries</li> <li>• Where in the community can I play</li> </ul>	<ul style="list-style-type: none"> <li>• Grip</li> <li>• Forehand</li> <li>• Backhand</li> <li>• Serve</li> <li>• Scoring</li> <li>• Doubles</li> <li>• Singles</li> </ul>	Sept. – Oct. 4 Weeks Coed Choice (A Year)	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal</li> </ul>



				<ul style="list-style-type: none"> <li>• Smash</li> <li>• Overhead hit</li> <li>• Lobbing</li> <li>• Body positioning</li> <li>• Slice</li> </ul>		<ul style="list-style-type: none"> <li>• Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/ Social responsibility and safety</li> <li>• Written: History Scoring Types of hits</li> </ul>
TEAM HANDBALL		<ul style="list-style-type: none"> <li>• How can handball be used as a lifetime sport?</li> <li>• What physical benefits are there to playing handball?</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and strategies</li> <li>• Offensive strategies</li> <li>• Defensive strategies</li> <li>• How can I use these skills</li> <li>• Debate question “Should this be an Olympic sport?”</li> </ul>	<ul style="list-style-type: none"> <li>• Catch</li> <li>• Throw</li> <li>• Pass</li> <li>• Shoot</li> <li>• Defensive guarding</li> <li>• Screening</li> <li>• Dribbling</li> <li>• Offensive and defensive game</li> <li>• Strategy</li> </ul>	Nov. – Girls Dec. – Boys 3 Weeks	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/ Social responsibility and safety</li> </ul>
WEIGHT ROOM		<ul style="list-style-type: none"> <li>• What are the benefits of weight training?</li> <li>• How does it affect different areas of life?</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-test to establish a benchmark</li> <li>• Proper technique when performing lifts</li> <li>• Spotting techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Proper lifting techniques</li> <li>• Spotting techniques</li> </ul>	Nov. – Boys Dec. – Girls 3 Weeks	<ul style="list-style-type: none"> <li>• Rubric including:</li> <li>• Identification of muscle group</li> </ul>

			<ul style="list-style-type: none"> <li>• Proper warm up and warm down</li> <li>• Ability to read a variety of personal weight training programs</li> <li>• Understanding of different training principles using weights</li> <li>• Identify major muscle groups and lifts that work the muscles</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of personal weight training program</li> </ul>	(A & B Year)	<ul style="list-style-type: none"> <li>• Identification of proper lift for muscle group</li> <li>• Perform proper technique for lift</li> <li>• Proper spotting technique</li> <li>• Use of training card</li> </ul>
DANCE		<ul style="list-style-type: none"> <li>• What is ballroom dancing?</li> <li>• What is swing dancing?</li> <li>• What is creative dance?</li> </ul>	<ul style="list-style-type: none"> <li>• Basic moves of the different dances</li> <li>• Combination moves to be created by the dance couples or groups</li> <li>• Recognizing different music tempos</li> <li>• To perform the correct dance</li> </ul>	<ul style="list-style-type: none"> <li>• Swings</li> <li>• Steps</li> <li>• Various moves</li> <li>• How to create a dance</li> </ul>	Jan. – 2 Weeks Coed	<ul style="list-style-type: none"> <li>• Teacher Evaluation</li> <li>• Peer Evaluation</li> </ul>
SNOWSHOE		<ul style="list-style-type: none"> <li>• How can I use this as a lifetime activity?</li> <li>• Why should I use this as a lifetime activity?</li> </ul>	<ul style="list-style-type: none"> <li>• Where in the area can I use these skills</li> <li>• Adjust clothing to environmental conditions</li> <li>• Understanding impact on the environment</li> <li>• How to adjust to changes in the terrain</li> <li>• Areas of fitness influenced by activity</li> </ul>	<ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Change in direction</li> <li>• Change in terrain</li> <li>• Proper fit of shoe</li> <li>• Proper attire</li> <li>• Use of pedometers with snowshoe</li> <li>• Use of orienteering skills</li> <li>• Obstacle course</li> </ul>	Jan. – 1 Week Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/ Social responsibility and safety</li> <li>• Skill Rubric Project: Planning of a</li> </ul>

						trip
FIRST AID/CPR		<ul style="list-style-type: none"> <li>• Why are these skills important in everyday life?</li> <li>• How is affected by your knowledge of these skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Steps for rescue breathing</li> <li>• Basic first aid protocol</li> <li>• Steps choking victims</li> <li>• CPR</li> <li>• Burn procedures</li> <li>• Bandaging</li> <li>• Taping techniques</li> <li>• Broken bones</li> <li>• Chemical/Toxins</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of each skill in alignment with the ARC test</li> </ul>	Jan. – 1 Week Coed Choice	<ul style="list-style-type: none"> <li>• ARC test</li> </ul>
PICKLE BALL		<ul style="list-style-type: none"> <li>• What sports related skills does pickle ball improve?</li> </ul>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Identification of skills used in other sports</li> <li>• Identify other activities in your area similar to pickle ball</li> </ul>	<ul style="list-style-type: none"> <li>• Grips</li> <li>• Scoring</li> <li>• Play area</li> <li>• Rule violations</li> </ul>	Feb. 3 Weeks Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/ Social responsibility and safety</li> </ul>
COOPERATIVE GAMES		<ul style="list-style-type: none"> <li>• Why are these skills needed for success in life?</li> <li>• How will my role in these activities benefit myself and others?</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Safe risk taking</li> <li>• Goal setting</li> <li>• Sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Community</li> <li>• Full Value</li> <li>• Creativity</li> <li>• Risk Taking</li> <li>• Leadership</li> </ul>	Feb. – 3 Weeks Coed Choice (A & B Year)	<ul style="list-style-type: none"> <li>• Teacher Checklist</li> </ul>

				<ul style="list-style-type: none"> <li>• Elements</li> </ul>		
CLIMBING WALL/HIGH ELEMENTS		<ul style="list-style-type: none"> <li>• What benefits will rock climbing have on my personal health and wellness?</li> <li>• What is self challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Safety issues</li> <li>• Proper spotting techniques</li> <li>• Belay skills</li> <li>• Terminology</li> <li>• Safe climbing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Grips for holds</li> <li>• Foot positions</li> <li>• Dynamic moves</li> <li>• Safety</li> <li>• Spotting</li> <li>• Belaying</li> <li>• Descending from wall</li> <li>• Positive communication skills</li> </ul>	Feb. – 3 Weeks Coed Choice (A & B Year)	<ul style="list-style-type: none"> <li>• Authentic Assessment rubric:</li> <li>• Communication skills</li> <li>• Climbing skills</li> <li>• Climbing and descending procedures and commands</li> </ul>
LIFE GUARDING/ POOL SAFETY		<ul style="list-style-type: none"> <li>• Why are these skills important in my life/community?</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying situations</li> <li>• Securing area</li> <li>• Procedures for performing rescues</li> <li>• Identifying victims in distress</li> <li>• Conscious vs. Unconscious victims</li> <li>• Back boarding</li> <li>• CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Performing skills in alignment with the ARC test</li> </ul>	March – 3 Weeks Coed Choice (A & B Year)	<ul style="list-style-type: none"> <li>• ARC Test</li> </ul>
SYNCHRONIZED SWIMMING/ WATER GAMES		<ul style="list-style-type: none"> <li>• How are these life long skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Types of water activities</li> <li>• Water safety</li> <li>• Self awareness in the water</li> </ul>	<ul style="list-style-type: none"> <li>• Treading</li> <li>• Rhythmic breathing</li> <li>• Rules to water games</li> </ul>	April – 3 Weeks Coed Choice (A & B Year)	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and</li> </ul>

						<ul style="list-style-type: none"> <li>etiquette</li> <li>Personal/ Social responsibility and safety</li> </ul>
BASKETBALL		<ul style="list-style-type: none"> <li>What makes basketball a lifetime sport?</li> <li>What do I need to know to be an informed spectator?</li> </ul>	<ul style="list-style-type: none"> <li>Review basic offensive skills and basic defensive skills</li> <li>Terminology</li> <li>Rules</li> <li>Safety</li> <li>Create team plays and execution of plays in games</li> <li>What skills can transfer to other sports</li> </ul>	<ul style="list-style-type: none"> <li>Shooting</li> <li>Dribbling</li> <li>Passing</li> <li>Pivoting</li> <li>Guarding</li> <li>Types of defense</li> <li>Offensive plays</li> </ul>	<p>March – Girls</p> <p>April – Boys</p> <p>3 Weeks (A Year)</p>	<ul style="list-style-type: none"> <li>Authentic Assessment with rubric for each skill:</li> <li>Application of skills</li> <li>Personal Challenge/ decision making and preparation</li> <li>Application of safety procedures and etiquette</li> <li>Personal/ Social responsibility and safety</li> <li>Written: History Positions Strategies Rules Procedures</li> </ul>
CICIRCUIT TRAINING		<ul style="list-style-type: none"> <li>What are the 5 areas of fitness?</li> <li>How can I create my own personal circuit training program?</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of circuit training</li> <li>Components of circuit training</li> <li>Principles used in circuit training</li> <li>Safety considerations</li> <li>Identification of different skills/activities</li> </ul>	<ul style="list-style-type: none"> <li>Proper performance of each circuit</li> <li>Safe performance of each activity</li> </ul>	<p>April – May</p> <p>3 Weeks Coed</p>	<ul style="list-style-type: none"> <li>Creation of personal circuit training program</li> </ul>

GOLF		<ul style="list-style-type: none"> <li>• Why is golf a lifetime sport?</li> <li>• What are the values of golf?</li> </ul>	<ul style="list-style-type: none"> <li>• Types irons/clubs</li> <li>• Etiquette</li> <li>• Sizing</li> <li>• Scoring</li> <li>• Types of scores</li> <li>• Terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Swing</li> <li>• Teeing off</li> <li>• Putting</li> <li>• Driving</li> <li>• Club selection</li> <li>• Body position</li> </ul>	June – 3 Weeks Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric or each skill:</li> <li>• Skills</li> <li>• Rules and Conventions</li> <li>• Strategies</li> <li>• Personal and Social behaviors</li> <li>• Safety policies</li> <li>• Procedures and practices</li> </ul>
RECREATION GAMES		<ul style="list-style-type: none"> <li>• What is bocce?</li> <li>• What is croquet?</li> <li>• What is cricket?</li> <li>• What is horseshoes?</li> <li>• How are these life long sports?</li> </ul>	<ul style="list-style-type: none"> <li>• Safety considerations for playing</li> <li>• Scoring</li> <li>• Etiquette</li> <li>• History</li> <li>• Role in society</li> </ul>	<ul style="list-style-type: none"> <li>• Hitting</li> <li>• Scoring</li> <li>• Rolling</li> </ul>	June – 3 Weeks Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric or each skill:</li> <li>• Skills</li> <li>• Rules and Conventions</li> <li>• Strategies</li> <li>• Personal and social behaviors</li> <li>• Safety policies</li> <li>• Procedures and practices</li> </ul>
SOFTBALL		<ul style="list-style-type: none"> <li>• How does it affect my personal fitness level?</li> <li>• How can you plan and implement a program that includes strength, agility, speed, upper body strength and flexibility with softball in mind?</li> </ul>	<ul style="list-style-type: none"> <li>• Where in the community can I play</li> <li>• Rules</li> <li>• Safety</li> <li>• Offense and defense strategy</li> <li>• Difference between slow and fast pitch games</li> <li>• Identifies activities to improve skill deficiencies</li> <li>• Apply science concepts to softball performance (timing, sequencing)</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Fielding</li> <li>• Batting</li> <li>• Pitching</li> <li>• Offense skills</li> <li>• Base running</li> <li>• Defense skills</li> <li>• Double play</li> <li>• Backing up</li> <li>• Force and tag</li> </ul>	June – 2 Weeks Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric or each skill:</li> <li>• Skills</li> <li>• Rules and Conventions</li> <li>• Strategies</li> <li>• Personal and social behaviors</li> </ul>

			<ul style="list-style-type: none"> <li>• Tag vs. Force plays</li> </ul>	<ul style="list-style-type: none"> <li>• plays</li> <li>• Communicating with teammates and officials</li> </ul>		<ul style="list-style-type: none"> <li>• Safety policies</li> <li>• Procedures and practices</li> <li>• Written</li> <li>• History</li> <li>• Rules</li> <li>• Field of play</li> </ul>
INTERVAL TRAINING		<ul style="list-style-type: none"> <li>• What are the benefits of interval training?</li> <li>• How will it benefit my lifetime wellness?</li> </ul>	<ul style="list-style-type: none"> <li>• Different interval training options</li> <li>• Safety when performing intervals</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of set activities</li> </ul>	June – 2 Weeks Coed Choice	<ul style="list-style-type: none"> <li>• Self Evaluation</li> <li>• Teacher rubric</li> </ul>
FITNESS TRAIL/ ORIENTEERING		<ul style="list-style-type: none"> <li>• Where can I use these skills in my life?</li> </ul>	<ul style="list-style-type: none"> <li>• Read topographic maps</li> <li>• How to read a compass</li> <li>• How to follow coordinates</li> <li>• Understand the value of fitness trails</li> <li>• Where in the community can I use these skills</li> <li>• What other activities can be used on the fitness trail</li> </ul>	<ul style="list-style-type: none"> <li>• Compass orientation</li> <li>• Reading a key</li> <li>• Safety</li> </ul>	June – 2 Weeks Coed Choice	<ul style="list-style-type: none"> <li>• Self Evaluation</li> <li>• Scoring Card</li> </ul>
FITNESS GRAM		<ul style="list-style-type: none"> <li>• How can I maintain/improve my health and wellness throughout the summer?</li> </ul>	<ul style="list-style-type: none"> <li>• Components of the Fitness Gram Test</li> <li>• How each of the areas relates to their overall fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Curl-up</li> <li>• Push-up</li> <li>• Trunk extension</li> <li>• Sit and reach</li> <li>• Body Mass Index</li> <li>• Pacer Run</li> </ul>	Sept. & May 3 Days	<ul style="list-style-type: none"> <li>• Computer Analysis</li> </ul>

**COURSE: Physical Education**  
**GRADE LEVEL: 11<sup>th</sup> & 12<sup>th</sup> Grade – B Year**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
ORIENTATION		<ul style="list-style-type: none"> <li>• What are the policies and procedures for physical education?</li> <li>• Why is it important to follow the policies and procedures?</li> <li>• What are the benefits of physical education class?</li> </ul>	<ul style="list-style-type: none"> <li>• PE requirements and expectations</li> <li>• Make-ups and medicals (short/long term) – procedures</li> <li>• Grading</li> <li>• Proper attire</li> </ul>	<ul style="list-style-type: none"> <li>• Fire Drill</li> <li>• Gymnasium Rules</li> <li>• Demonstrate proper etiquette and regard for others</li> </ul>	Sept. – 2 Days	<ul style="list-style-type: none"> <li>• Teacher Rubric</li> </ul>
FITNESS GRAM		<ul style="list-style-type: none"> <li>• How can I use the results of the fitness gram to help improve my overall wellness?</li> </ul>	<ul style="list-style-type: none"> <li>• Components of the Fitness Gram Test</li> <li>• How each of the areas relates to their overall fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Curl-up</li> <li>• Push-up</li> <li>• Trunk Extension</li> <li>• Sit and Reach</li> <li>• Body Mass Index</li> <li>• Pacer Run</li> </ul>	Sept. & May 3 Days	<ul style="list-style-type: none"> <li>• Computer Analysis</li> </ul>
ULTIMATE FRISBEE		<ul style="list-style-type: none"> <li>• What health benefits can I receive from playing Frisbee?</li> <li>• What areas of fitness can I improve through Frisbee?</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and regulations</li> <li>• Offensive Strategy</li> <li>• Defensive Strategy</li> <li>• Where can I play in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Marking</li> <li>• Grip</li> <li>• Flight patterns</li> <li>• Pass patterns</li> </ul>	Sept. – Oct. 4 Weeks Coed Choice (B Year)	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/</li> </ul>



						<ul style="list-style-type: none"> <li>Social responsibility and safety</li> <li>Peer Team Evaluation</li> <li>Self Assessment</li> </ul>
LACROSSE		<ul style="list-style-type: none"> <li>What lacrosse principles are similar to other sports?</li> <li>What areas of fitness does lacrosse improve?</li> </ul>	<ul style="list-style-type: none"> <li>Stick selection</li> <li>Difference between boys and girls games</li> <li>Rules</li> <li>Boundaries</li> <li>Safety</li> <li>Protective wear</li> <li>Positions</li> <li>Strategies</li> <li>Role of goalie</li> </ul>	<ul style="list-style-type: none"> <li>Pass</li> <li>Catch</li> <li>Cradle</li> <li>Grounders</li> <li>Shooting</li> <li>Defending</li> <li>Checking</li> <li>Offensive and Defensive strategies</li> </ul>	Sept. – Oct. 4 Weeks Coed Choice (B Year)	<ul style="list-style-type: none"> <li>Authentic Assessment with rubric for each skill:</li> <li>Application of skills</li> <li>Personal Challenge/ decision making and preparation</li> <li>Application of safety procedures and etiquette</li> <li>Personal/ Social responsibility and safety</li> <li>Written:</li> <li>History</li> <li>Rules</li> <li>Etiquette</li> <li>Safety</li> </ul>
COOPERATIVE GAMES		<ul style="list-style-type: none"> <li>What are the benefits of cooperative activities for the future? And in physical education?</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Supporting group members</li> <li>Creating value</li> <li>Tolerance</li> <li>Self Challenge</li> </ul>	<ul style="list-style-type: none"> <li>Creating Community</li> <li>Full Value</li> <li>Creativity</li> <li>Risk Taking</li> <li>Leadership</li> <li>Elements</li> </ul>	Oct. – 2 Weeks Coed (A & B Year)	<ul style="list-style-type: none"> <li>Teacher Checklist</li> </ul>

WEIGHT ROOM		<ul style="list-style-type: none"> <li>• What are the benefits of weight training?</li> <li>• How does it affect different areas of life?</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-test to establish a benchmark</li> <li>• Proper technique when performing lifts</li> <li>• Spotting techniques</li> <li>• Proper warm up and warm down</li> <li>• Ability to read a variety of personal weight training programs</li> <li>• Understanding of difference training principles using weights</li> <li>• Identify major muscle groups and lifts that work the muscles</li> </ul>	<ul style="list-style-type: none"> <li>• Proper lifting techniques</li> <li>• Spotting techniques</li> <li>• Creation of personal weight training program</li> </ul>	Nov. – Boys Dec. – Girls 3 Weeks (A & B Year)	<ul style="list-style-type: none"> <li>• Rubric including:</li> <li>• Identification of muscle group</li> <li>• Identification of proper lift for muscle group</li> <li>• Perform proper technique for lift</li> <li>• Proper spotting technique</li> <li>• Use of training card</li> </ul>
BADMINTON		<ul style="list-style-type: none"> <li>• Why is badminton a lifetime sport?</li> <li>• What areas of fitness can be improved through badminton play?</li> </ul>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Scoring</li> <li>• Court marking</li> <li>• Boundaries</li> <li>• Legal and illegal hits</li> <li>• Identify names of the equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Grip</li> <li>• Serving</li> <li>• Scoring</li> <li>• Underhand serve</li> <li>• Overhead clear</li> <li>• Underhand clear</li> <li>• Footwork</li> <li>• Smash</li> <li>• Receiving and returns</li> </ul>	Nov. – Girls Dec. – Boys 3 Weeks	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/ Social responsibility and safety</li> <li>• Written:</li> <li>• History</li> <li>• Rules</li> <li>• Boundaries</li> <li>• Serving</li> </ul>

SELF DEFENSE/ TAI CHI/ AEROBICS/ PILATES/YOGA/ TAE BO		<ul style="list-style-type: none"> <li>• What are the benefits for your overall fitness levels?</li> <li>• Which areas of fitness do these help improve?</li> <li>• What other areas beside fitness does it impact?</li> </ul>	<ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Observing skills</li> <li>• Understanding of principles</li> <li>• Ability to recognize and apply skills</li> </ul>	<ul style="list-style-type: none"> <li>• Follow tape and instruction</li> </ul>	Nov. – Boys 3 Weeks (B Year)	<ul style="list-style-type: none"> <li>• Teacher Rubric</li> </ul>
DANCE		<ul style="list-style-type: none"> <li>• What is ballroom dancing?</li> <li>• What is swing dancing?</li> <li>• What is creative dance?</li> </ul>	<ul style="list-style-type: none"> <li>• Basic moves of the different dances</li> <li>• Combination moves to be created by the dance couples or groups</li> <li>• Recognizing different music tempos</li> <li>• To perform the correct dance</li> </ul>	<ul style="list-style-type: none"> <li>• Swings</li> <li>• Steps</li> <li>• Various moves</li> <li>• How to create a dance</li> </ul>	Jan. – 2 Weeks Coed	<ul style="list-style-type: none"> <li>• Teacher Evaluation</li> <li>• Peer Evaluation</li> </ul>
SNOWSHOE		<ul style="list-style-type: none"> <li>• How can I use this as a lifetime activity?</li> <li>• Why should I use this as a lifetime activity?</li> </ul>	<ul style="list-style-type: none"> <li>• Where in the area can I use these skills</li> <li>• Adjust clothing to environmental conditions</li> <li>• Understanding impact on the environment</li> <li>• How to adjust to changes in terrain</li> <li>• Areas of fitness influenced by activity</li> </ul>	<ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Change in direction</li> <li>• Change in terrain</li> <li>• Proper fit of shoe</li> <li>• Proper attire</li> <li>• Use of pedometers with snowshoe</li> <li>• Use of orienteering skills</li> <li>• Obstacle course</li> </ul>	Jan. – 1 Week Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/ Social responsibility and safety</li> <li>• Skill Rubric Project:</li> <li>• Planning a trip</li> </ul>

FIRST AID/CPR		<ul style="list-style-type: none"> <li>• Why are these skills important in everyday life?</li> <li>• How is it affected by your knowledge of these skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Steps for rescue breathing</li> <li>• Basic first aid protocol</li> <li>• Steps choking victims</li> <li>• CPR</li> <li>• Burn procedures</li> <li>• Bandaging</li> <li>• Taping techniques</li> <li>• Broken bones</li> <li>• Chemical/Toxins</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of each skill in alignment with the ARC test</li> </ul>	Jan. – 1 Week Coed Choice	<ul style="list-style-type: none"> <li>• ARC test</li> </ul>
COOPERATIVE GAMES		<ul style="list-style-type: none"> <li>• Why are these skills needed for success in life?</li> <li>• How will my role in these activities benefit others and myself?</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Safe risk taking</li> <li>• Goal setting</li> <li>• Sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Community</li> <li>• Full Value</li> <li>• Creativity</li> <li>• Risk Taking</li> <li>• Leadership</li> <li>• Elements</li> </ul>	Feb. – 3 Weeks Coed Choice (A & B Year)	<ul style="list-style-type: none"> <li>• Teacher Checklist</li> </ul>
CLIMBING WALL/ HIGH ELEMENTS		<ul style="list-style-type: none"> <li>• What benefits will rock climbing have on my personal health and wellness?</li> <li>• What is self challenge?</li> </ul>	<ul style="list-style-type: none"> <li>• Safety issues</li> <li>• Proper spotting techniques</li> <li>• Belay skills</li> <li>• Terminology</li> <li>• Safe climbing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Grips for hold</li> <li>• Foot positions</li> <li>• Dynamic moves</li> <li>• Safety</li> <li>• Spotting</li> <li>• Belaying</li> <li>• Descending from wall</li> <li>• Positive communication skills</li> </ul>	Feb. – 3 Weeks Coed Choice (A & B Year)	<ul style="list-style-type: none"> <li>• Authentic Assessment rubric:</li> <li>• Communication skills</li> <li>• Climbing skills</li> <li>• Climbing and descending procedures and commands</li> </ul>
ARCHERY		<ul style="list-style-type: none"> <li>• How do I pick out equipment appropriate for my size and ability?</li> <li>• How do I aim and successfully hit a target?</li> <li>• What benefits does archery have on my wellness?</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of scoring &amp; how to fill out score cards</li> <li>• Appropriate choice of equipment</li> <li>• How to string a bow</li> <li>• Understand commands</li> <li>• Where can I use these skills in my life</li> <li>• Describe different bow/arrows and anatomy of both</li> </ul>	<ul style="list-style-type: none"> <li>• String bows</li> <li>• Follow commands</li> <li>• Knock arrows</li> <li>• Raise bow, draw and anchor</li> <li>• Aim &amp; release</li> <li>• Appropriate stance</li> </ul>	Feb. – 3 Weeks Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment on rubric:</li> <li>• Skills</li> <li>• Strategies</li> <li>• Rules and Conventions</li> <li>• Ability to participate safely</li> <li>• Written:</li> </ul>

						<ul style="list-style-type: none"> <li>• Parts of equipment</li> <li>• Safety</li> </ul>
LIFEGUARDING/ POOL SAFETY		<ul style="list-style-type: none"> <li>• Why are these skills important in my life/community</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying situations</li> <li>• Securing area</li> <li>• Procedures for performing rescues</li> <li>• Identifying victims in distress</li> <li>• Conscious vs. Unconscious victims</li> <li>• Back boarding</li> <li>• CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Performing skills in alignment with the ARC test</li> </ul>	March – 3 Weeks Coed Choice (A & B Year)	<ul style="list-style-type: none"> <li>• ARC Test</li> </ul>
SYNCHRONIZED SWIMMING/ WATER GAMES		<ul style="list-style-type: none"> <li>• How are these life long skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Types of water activities</li> <li>• Water safety</li> <li>• Self awareness in the water</li> </ul>	<ul style="list-style-type: none"> <li>• Treading</li> <li>• Rhythmic breathing</li> <li>• Rules to water games</li> </ul>	April – 3 Weeks Coed Choice (A & B Year)	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric for each skill:</li> <li>• Application of skills</li> <li>• Personal Challenge/ decision making and preparation</li> <li>• Application of safety procedures and etiquette</li> <li>• Personal/ Social responsibility and safety</li> </ul>
VOLLEYBALL		<ul style="list-style-type: none"> <li>• How does it affect my personal fitness levels?</li> <li>• What training principles are used to improve your volleyball skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Where to play in the community</li> <li>• Strategies for play (offense and defense)</li> <li>• Role of referee in a game situation</li> <li>• Rules for play</li> </ul>	<ul style="list-style-type: none"> <li>• Passing</li> <li>• Serving</li> <li>• Setting</li> <li>• Hitting</li> <li>• Blocking</li> <li>• Digging</li> </ul>	March – Girls April – Boys 3 Weeks (B Year)	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric or each skill:</li> <li>• Skills</li> <li>• Rules and</li> </ul>

			<ul style="list-style-type: none"> <li>• Scoring</li> <li>• Safety considerations</li> <li>• Characteristics of positive sportsmanship</li> <li>• Benefits of playing to improve health and wellness</li> <li>• Understanding of rotation of ball based on application of force</li> </ul>	<ul style="list-style-type: none"> <li>• Referee a game</li> <li>• Positive sportsmanship</li> <li>• Self officiating of games</li> <li>• Ability to combine skills into plays</li> </ul>		<ul style="list-style-type: none"> <li>• Conventions</li> <li>• Strategies</li> <li>• Personal and social behaviors</li> <li>• Safety policies</li> <li>• Procedures and practices</li> <li>• Written: <ul style="list-style-type: none"> <li>• History</li> <li>• Rules</li> <li>• Boundaries</li> <li>• Safety procedures</li> <li>• Partner evaluation</li> </ul> </li> </ul>
CIRCUIT TRAINING		<ul style="list-style-type: none"> <li>• What are the 5 areas of fitness?</li> <li>• How can I create my own personal circuit training program?</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of circuit training</li> <li>• Components of circuit training</li> <li>• Principles used in circuit training</li> <li>• Safety considerations</li> <li>• Identification of different skills/activities</li> </ul>	<ul style="list-style-type: none"> <li>• Proper performance of each circuit</li> <li>• Safe performance of each activity</li> </ul>	April – May 3 Weeks Coed	<ul style="list-style-type: none"> <li>• Creation of personal circuit training program</li> </ul>
GOLF		<ul style="list-style-type: none"> <li>• Why is golf a lifetime sport?</li> <li>• What are the values of golf?</li> </ul>	<ul style="list-style-type: none"> <li>• Types of irons/clubs</li> <li>• Etiquette</li> <li>• Sizing</li> <li>• Scoring</li> <li>• Types of scores</li> <li>• Terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Swing</li> <li>• Teeing off</li> <li>• Putting</li> <li>• Driving</li> <li>• Club selection</li> <li>• Body position</li> </ul>	June – 3 Weeks Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric or each skill: <ul style="list-style-type: none"> <li>• Skills</li> <li>• Rules and Conventions</li> <li>• Strategies</li> <li>• Personal and social behaviors</li> <li>• Safety policies</li> <li>• Procedures and practices</li> </ul> </li> </ul>

RECREATION GAMES		<ul style="list-style-type: none"> <li>• What is bocce?</li> <li>• What is croquet?</li> <li>• What is cricket?</li> <li>• What is horseshoes?</li> <li>• How are these life long sports?</li> </ul>	<ul style="list-style-type: none"> <li>• Safety considerations for playing</li> <li>• Scoring</li> <li>• Etiquette</li> <li>• History</li> <li>• Role in society</li> </ul>	<ul style="list-style-type: none"> <li>• Hitting</li> <li>• Scoring</li> <li>• Rolling</li> </ul>	June – 3 Weeks Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric or each skill:</li> <li>• Skills</li> <li>• Rules and Conventions</li> <li>• Strategies</li> <li>• Personal and social behaviors</li> <li>• Safety policies</li> <li>• Procedures and practices</li> </ul>
SOFTBALL		<ul style="list-style-type: none"> <li>• How does it affect my personal fitness level?</li> <li>• How can you plan and implement a program that includes strength, agility, speed, upper body strength and flexibility with softball in mind</li> </ul>	<ul style="list-style-type: none"> <li>• Where in the community can I play</li> <li>• Rules</li> <li>• Safety</li> <li>• Offense and defense strategy</li> <li>• Difference between slow and fast pitch games</li> <li>• Identifies activities to improve skill deficiencies</li> <li>• Apply science concepts to softball performance (timing, sequencing)</li> <li>• Tag vs. Force plays</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Fielding</li> <li>• Batting</li> <li>• Pitching</li> <li>• Offense skills</li> <li>• Base Running</li> <li>• Defense skills</li> <li>• Double play</li> <li>• Backing up</li> <li>• Force and tag plays</li> <li>• Communicating with teammates and officials</li> </ul>	June – 2 Weeks Coed Choice	<ul style="list-style-type: none"> <li>• Authentic Assessment with rubric or each skill:</li> <li>• Skills</li> <li>• Rules and Conventions</li> <li>• Strategies</li> <li>• Personal and social behaviors</li> <li>• Safety policies</li> <li>• Procedures and practices</li> <li>• Written:</li> <li>• History</li> <li>• Rules</li> <li>• Field of play</li> </ul>
INTERVAL TRAINING		<ul style="list-style-type: none"> <li>• What are the benefits of interval training</li> <li>• How will it benefit my lifetime wellness?</li> </ul>	<ul style="list-style-type: none"> <li>• Different interval training options</li> <li>• Safety when performing intervals</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of set activities</li> </ul>	June – 2 Weeks Coed Choice	<ul style="list-style-type: none"> <li>• Self Evaluation</li> <li>• Teacher rubric</li> </ul>

FITNESS TRAIL/ ORIENTEERING		<ul style="list-style-type: none"> <li>• Where can I use these skills in my life?</li> </ul>	<ul style="list-style-type: none"> <li>• Read topographic maps</li> <li>• How to read a compass</li> <li>• How to follow coordinates</li> <li>• Understand the value of fitness trails</li> <li>• Where in the community can I use these skills</li> <li>• What other activities can be used on the fitness trail</li> </ul>	<ul style="list-style-type: none"> <li>• Compass orientation</li> <li>• Reading a key</li> <li>• Safety</li> </ul>	June – 2 Weeks Coed Choice (B Year)	<ul style="list-style-type: none"> <li>• Self Evaluation</li> <li>• Scoring Card</li> </ul>
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