

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Physical Education	Physical Education	6-8	N/A

Course Description:

The curriculum is based on the Connecticut Health and Balanced Living Curriculum Framework. Students will participate in activities that promote social-emotional well being while working on improving physical fitness and team building skills. They will be given a solid foundation which will extend into an opportunity to develop intermediate and advanced skills. An emphasis will be placed on the importance of a healthy lifestyle and physical fitness to address the increase in childhood diseases. Students will assess personal needs, interests, abilities and opportunities related to physical fitness with a focus on personal improvement.

The curriculum is designed to allow students to select from a variety of activities which include:

1. Team sports: ex. Soccer, Basketball, Volleyball
2. Individual and health related activities, e.g., weight training, weight control, walk/jog, aerobic conditioning activities.
3. Lifetime, leisure activities, e.g. Badminton, pickleball, and backyard games.

Aligned Core Resources:

Connection to the [BPS Vision of the Graduate](#)

None

Health Literacy

- Information and services in ways that enhance overall health, and physical activity
- Understand preventative physical and mental health measures, including proper diet, exercise, risk avoidance, and stress reduction.
- Understand basic public health and safety issues

Additional Course Information:

Knowledge/Skill Dependent courses/prerequisites

Link to [Completed Equity Audit](#)

None

Standard Matrix

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Physical Fitness	Team Sports	Individual Activities	Lifetime Activities	Cooperative Games
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns	S	P	P	S	S

S1.H1 Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).	S	S	P	P	P
S1.H3 Demonstrates competency in 1 or more specialized skills in health-related fitness activities.	P	S	S	S	S
Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.	S	P	P	S	S
S2.H1 Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	S	P	P	P	S
S2.H2 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.	S	P	P	S	S
S2.H3 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.	S	S	P	S	S
S2.H5 Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games.	S	P	P	S	S
Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	P	S	S	S	S
S3.H1 Demonstrates the ability to discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1) Demonstrates the ability to investigate the relationships among physical activity, nutrition and body composition. (S3.H1.L2)	P	S	S	S	S

S3.H2.L1 Demonstrates the ability to evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.	P	S	S	S	S
S3.H3.L1 Demonstrates the ability to identify issues associated with exercising in heat, humidity and cold.	P	S	S	S	S
S3.H4.L1 Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements.	P	S	S	S	S
S3.H5.L1 Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.	P	S	S	P	S
S3.H6 Demonstrates the ability to participate several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	P	S	S	P	S
S3.H7.L1 Demonstrates appropriate technique on resistance training machines and with free weights.36	P	S	S	S	S
S3.H8.L1 Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance.	P	S	S	S	S
S3.H9.L1 Demonstrates the ability to identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).	P	S	S	S	S
S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan. (S3.H10.L1)	P	S	S	S	S
Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.	S	S	S	S	P

S4.H2 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance	S	P	S	S	P
S4.H3 Demonstrates the ability to use communication skills and strategies that promote team or group dynamics	S	P	S	S	P
S4.H4 Demonstrates the ability to solve problems and think critically in physical activity and/or dance setting, both as an individual and in groups.	S	P	P	P	S
S4.H5 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	P	S	S	P	S
S5.H1 Demonstrates the ability to analyze the health benefits of a self-selected physical activity.	P	S	S	P	S
S5.H2 Challenge is a focus in Level 2.	P	S	S	P	S
S5.H3 Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment	P	S	S	P	S
S5.H4 Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance.	P	S	S	P	S

Unit Links

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Unit Title:	
1. Physical Fitness	
Relevant Standards: Bold indicates priority	
3. Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
Essential Question(s):	Enduring Understanding(s):
How can I improve my physical fitness?	Students will be able to demonstrate their understanding of the 4 fitness components, and the importance of exercising 3-5 times per week.
Demonstration of Learning:	Pacing for Unit
<p>I can strengthen my abdominals by performing a curl up with good form.</p> <p>I can identify the four components of fitness.</p> <p>I can strengthen my upper body by performing a push up with good form.</p> <p>I can strengthen my heart by participating in a cardiorespiratory activity.</p> <p>I can increase my flexibility by performing stretching activities.</p> <p>I can challenge myself to reach my fitness goals</p>	10 classes
Family Overview (link below)	Integration of Technology:
Unit 1 Physical Fitness Family Overview	<i>Teacher discretion</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Muscular strength</p> <p>Muscular endurance</p> <p>Cardiovascular endurance</p> <p>Flexibility</p> <p>Interval training</p> <p>FITT principle</p> <p>Hamstring</p> <p>Pectoral muscles</p> <p>Abdominals</p> <p>Pacing</p>	<p>CT Physical Fitness Test manual</p> <p>CT Physical Fitness Test related sources</p> <p>How to write a SMART goal</p>

Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Students can chart their improvements in the four fitness components of the CT physical fitness test.		Students may be discouraged depending on their prior years' score. Students may not enjoy participating in the CT Physical Fitness Test.	
Connections to Prior Units:		Connections to Future Units:	
Scaffolding from previous years/lessons during physical fitness unit		Endurance, strength, and flexibility are utilized during all future units of instruction.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
9.3 Develop self assessment and reflection		Use activities that include a means by which learners get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support understanding progress in a manner that is understandable and timely.	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
6-8.10 Make accurate use of standard English to communicate in grade appropriate speech and writing.		I can communicate with my classmates and teachers about my progress toward meeting my fitness goals..	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Lesson Examples
1-5 (Pre-test)	<p>I can demonstrate/explain the proper technique of a curl up.</p> <p>I can demonstrate/explain the proper technique of a push up.</p> <p>I can demonstrate/explain the proper technique of flexibility.</p> <p>I can demonstrate my understanding of pace by appropriately adjusting my speed during the Pacer Test.</p> <p>I can create SMART goals to improve my fitness scores.</p>	<p>Student performs the curl ups according to the requirements of the CT Physical Fitness Test.</p> <p>Student performs the push ups according to the requirements of the CT Physical Fitness Test.</p> <p>The Student performs the sit and reach test correctly according to the requirements of the CT Physical Fitness Test.</p> <p>The Student is able to pace themselves correctly when completing the Pacer Test.</p> <p>The Student is able to create a SMART goal to track their fitness level</p>	<p>CT Physical Fitness Test</p> <ul style="list-style-type: none"> ● Curls ups <ul style="list-style-type: none"> ○ Must reach 4 inches ○ Head touches crinkle paper after every curl up ○ Elbow straight, knees bent ○ Stay on cadence ● Push ups <ul style="list-style-type: none"> ○ Arms bent at 90 degrees ○ Stay on cadence ● Sit and Reach test <ul style="list-style-type: none"> ○ One leg bent, other leg straight ○ End of fingers even with each other ● Pacer test <ul style="list-style-type: none"> ○ Must reach

		throughout the year.	designated side before beep
6-10 (Post-Test)	<p>I can demonstrate/explain the proper technique of a curl up.</p> <p>I can demonstrate/explain the proper technique of a push up.</p> <p>I can demonstrate/explain the proper technique of flexibility.</p> <p>I can demonstrate my understanding of pace by appropriately adjusting my speed during the Pacer Test.</p> <p>I can analyze and evaluate SMART goals to improve my fitness scores.</p>	<p>Student performs the curl ups according to the requirements of the CT Physical Fitness Test.</p> <p>Students perform the push ups according to the requirements of the CT Physical Fitness Test.</p> <p>Students perform the sit and reach test correctly according to the requirements of the CT Physical Fitness Test.</p> <p>Students are able to pace themselves correctly when completing the Pacer Test.</p> <p>The Student is able to create a SMART goal to track their fitness level throughout the year.</p>	<p>CT Physical Fitness Test</p> <ul style="list-style-type: none"> ● Curls ups <ul style="list-style-type: none"> ○ Must reach 4 inches ○ Head touches crinkle paper after every curl up ○ Elbow straight, knees bent ○ Stay on cadence ● Push ups <ul style="list-style-type: none"> ○ Arms bent at 90 degrees ○ Stay on cadence ● Sit and Reach test <ul style="list-style-type: none"> ○ One leg bent, other leg straight ○ End of fingers even with each other ● Pacer test <ul style="list-style-type: none"> ○ Must reach designated side before beep

Unit Title: Team Sports

2. Team Sports

Relevant Standards: Bold indicates priority

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Essential Question(s):

- How can I work with others to become successful?
- How can I demonstrate my knowledge of game play?
- How can I apply knowledge of concepts, skill, and strategies in my movement and performance?
- How can I exhibit proper etiquette and respect for others during game play?

Enduring Understanding(s):

Students will be able to demonstrate their understanding of how team work, fair play, skill based learning, accepting differences, displaying respectfulness and inclusivity will benefit in working towards their cooperative goals.

Demonstration of Learning:

I can work as a team with my classmates.

I can demonstrate my understanding of proper game play by utilizing skills learned.

I can follow all of the rules of game play.

Pacing for Unit

18 classes

Family Overview (link below)

[Unit 2 Team Sports Family Overview](#)

Integration of Technology:

Teacher discretion

Unit-specific Vocabulary:

Offense
Defense
Passing
Throw/Receive
Shooting
Dribbling
Moving to an open space

Aligned Unit Materials, Resources, and Technology (beyond core resources):

[PhysEdGames](#)
[Throwing and Catching](#)
[Football - receiving](#)
[Football - throwing](#)
[Football - skills, strategy, concepts](#)
[Soccer - Instep passing](#)
[Soccer - skills, strategy, concepts](#)
[lacrosse - skills](#)
[Basketball - skills](#)
[Basketball - skills 2](#)

		Basketball - shooting Hockey - grip and shooting technique Volleyball- Setting Volleyball- Bumping Volleyball- Handout	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Application across the school environment, and after school activities.		Students may not believe that they need to utilize their teammates to accomplish their goals. Students may feel that their teammates will hinder them instead of helping their efforts.	
Connections to Prior Units:		Connections to Future Units:	
Scaffolding from previous years/lessons during team sports unit.		Students will be able to rely on their teammates/classmates during future lessons/units.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Build fluencies with graduated levels of support for practice and performance. (5.3)		<ul style="list-style-type: none"> Provide differentiated models to emulate. Provide differentiated feedback. Provide multiple examples of novel solutions to authentic problems 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
6-8.2 participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		<p>I can describe the basic rules of the game.</p> <p>I can describe how to correctly utilize my teammates in order to be successful.</p> <p>I can demonstrate my knowledge of strategy by being able to ask and answer relevant questions.</p>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Lesson Examples
1	<p>I can properly grip, throw, and receive the football using correct form.</p> <p>I can create open space to receive a pass during a football game.</p>	<p>3 - Always demonstrates knowledge or ability to complete a spiral pass.</p> <p>2 - Sometimes demonstrates knowledge or ability to complete a spiral pass.</p> <p>1 - Inconsistently demonstrates knowledge or ability to complete a spiral pass.</p> <p>3 - Always demonstrates knowledge or ability to</p>	<p>Football drills and games</p> <ul style="list-style-type: none"> throw/receive drills dynamic/static routes <p>Cues: Throwing a football</p> <ul style="list-style-type: none"> Grip towards the back of the football on laces Snap wrist when released/on follow through

		<p>create open space during game play.</p> <p>2 - Sometimes demonstrates knowledge or ability to complete a spiral pass.</p> <p>1 - Inconsistently demonstrates knowledge or ability to complete a spiral pass.</p>	<p>Receiving a football</p> <ul style="list-style-type: none"> • Give diamond target with hands • Catch with hands and pull into body <p>Create open space</p> <ul style="list-style-type: none"> • Move to an open area • Open area should be opportunistic for team
2	I can demonstrate proper strategy during football game play which can help my team become successful.	<p>3 - Always has the ability to help teammates become successful.</p> <p>2 - Sometimes has the ability to help teammates become successful.</p> <p>1 - Inconsistently has the ability to help teammates become successful.</p>	Small sided/large games
3	<p>I can demonstrate the ability to dribble under control while using both feet.</p> <p>I can demonstrate the use of an instep pass to a partner, and be able to trap the ball using correct form.</p>	<p>3 - Always demonstrates control while dribbling with both feet.</p> <p>2 - Sometimes demonstrates control while dribbling with both feet.</p> <p>1 - Inconsistently demonstrates control while dribbling with both feet.</p> <p>3 - Always demonstrates the ability to pass and trap to a partner while keeping the ball under control.</p> <p>2 - Sometimes demonstrates the ability to pass and trap to a partner while keeping the ball under control.</p> <p>1 - Inconsistently demonstrates the ability to pass and trap to a partner while keeping the ball under control.</p>	<p>Soccer drills and games</p> <ul style="list-style-type: none"> • Dribbling, passing, trapping, skills • Give and go passing • Position responsibilities • Game strategy • Small sided <p>Cues: Dribble</p> <ul style="list-style-type: none"> • Inside and outside of foot (not toe) • Small taps on ball • Keep ball close to feet <p>Instep passing/trapping</p> <ul style="list-style-type: none"> • Plant foot should be next to ball in direction of where ball is intended • Use instep to strike ball • Softly stop (trap) ball with instep or bottom of foot • Don't let ball bounce off foot when trapping
4	I can demonstrate proper strategy during soccer game play which can help my team become successful.	<p>3 - Always has the ability to help teammates become successful.</p> <p>2 - Sometimes has the</p>	Small sided/large games

		ability to help teammates become successful. 1 - Inconsistently has the ability to help teammates become successful.	
5	I can demonstrate/explain the fundamentals of passing, receiving, and cradling a lacrosse ball.	3 - Always demonstrates knowledge of passing, receiving, and cradling. 2 - Sometimes demonstrates knowledge of passing, receiving, and cradling. 1 - Inconsistently demonstrates knowledge of passing, receiving, and cradling.	Lacrosse drills and games <ul style="list-style-type: none"> • Scooping, cradling, shooting on goal • Passing and receiving • Small sided/large sided games Cues: Throwing <ul style="list-style-type: none"> • Pull (pull the stick back behind your shoulder). • Position (opposite foot forward). • Push (push the stick forward with upper hand while pulling lower hand toward body). • Point (follow through and point head of stick to your target) Catching <ul style="list-style-type: none"> • Show a target to the passer by having the crosse facing passer • Maintain eye contact with the passer • Move toward ball/pass with stick vertical and head of stick even with head of receiver • Extend the crosse up/high with top hand extended • Absorb impact as ball hits the crosse
6	I can demonstrate/explain the correct rules of gameplay for lacrosse.	3 - Always demonstrates knowledge of gameplay to help the team become successful. 2 - Sometimes demonstrates knowledge of gameplay to help the	Small sided/large games

		team become successful. 1 - Inconsistently demonstrates knowledge of gameplay to help the team become successful.	
7	<p>I can demonstrate/explain how to properly dribble the basketball while moving.</p> <p>I can demonstrate/explain the correct form of a bounce, chest, and overhead pass.</p>	<p>3 - Always demonstrates proper technique of dribbling while under control. 2 - Sometimes demonstrates proper technique of dribbling while under control. 1 - Inconsistently demonstrates proper technique of dribbling while under control.</p> <p>3 - Always demonstrates proper technique of bounce, chest, and overhead passes. 2 - Sometimes demonstrates proper technique of bounce, chest, and overhead passes. 1 - Inconsistently demonstrates proper technique of bounce, chest, and overhead passes.</p>	<p>Basketball drills and games</p> <ul style="list-style-type: none"> • Dribbling drills, defensive dribbling • Static passing, give and go passing drills • Shooting drills using BEEF (balance, eyes, elbow, follow through). • Small sided/large sided games <p>Cues:</p> <ul style="list-style-type: none"> • Use of finger pads • Eyes up • Bouncing balls at medium or waist height.
8	<p>I can shoot the basketball using correct form.</p> <p>I can demonstrate proper strategy during basketball game play which can help my team become successful.</p>	<p>3 - Always demonstrates proper technique using BEEF. 2 - Sometimes demonstrates proper technique using BEEF. 1 - Inconsistently demonstrates proper technique using BEEF.</p> <p>3 - Always demonstrates knowledge of gameplay to help the team become successful. 2 - Sometimes demonstrates knowledge of gameplay to help the team become successful. 1 - Inconsistently demonstrates knowledge of gameplay to help the team become successful.</p>	<p>Shooting games</p> <ul style="list-style-type: none"> • Practice shooting at hoops • Relay race shooting practice • Knockout • Layup lines <p>Small/large sided games</p>

9	<p>I can demonstrate/explain the correct way to ball handle while holding the hockey stick correctly.</p> <p>I can demonstrate/explain how to correctly pass and receive during practice and game play.</p> <p>I can demonstrate/explain the difference between a wrist and slap shot.</p>	<p>3 - Always demonstrates proper hand placement on the hockey stick, and ability to keep the ball under control. 2 - Sometimes demonstrates proper hand placement on the hockey stick, and ability to keep the ball under control. 1 - Inconsistently demonstrates proper hand placement on the hockey stick, and ability to keep the ball under control.</p> <p>3 - Always demonstrates ability to send and receive a pass using correct force 2 - Sometimes demonstrates the ability to send and receive a pass using correct force. 1 - Inconsistently demonstrates the ability to send and receive a pass using correct force..</p> <p>3 - Always demonstrates wrist/stick control when shooting. 2 - Sometimes demonstrates wrist/stick control when shooting. 1 - Inconsistently demonstrates wrist/stick control when shooting.</p>	<p>Floor Hockey drills and games</p> <ul style="list-style-type: none"> ● Ball handling obstacle course ● Passing/receiving to/from a partner ● Line hockey ● Shooting relay lines ● Small sided/large sided games <p>Cues:</p> <ul style="list-style-type: none"> ● Use of both sides of the blade of the hockey stick ● Eyes up ● Soft touches
10	<p>I can demonstrate proper strategy during hockey game play which can help my team become successful.</p>	<p>3 - Always has the ability to help teammates become successful. 2 - Sometimes has the ability to help teammates become successful. 1 - Inconsistently has the ability to help teammates become successful.</p>	<p>Small/large sided games</p>
11	<p>I can demonstrate/explain proper arm/hand position when striking a volleyball.</p>	<p>3 - Always strikes the volleyball and it moves towards its intended target. 2 - The student Sometimes strikes the volleyball and it moves</p>	<p>Volleyball drills and games</p> <ul style="list-style-type: none"> ● Passing and receiving to/from a target ● king/queen of the court games ● Serving practice

	I can demonstrate/explain the correct techniques for underhand and overhead pass, a spike, and underhand and overhand serves.	<p>towards its intended target.</p> <p>1 - Inconsistently strikes the volleyball and it moves towards its intended target.</p> <p>3 - Always strikes the volleyball and it moves towards its intended target.</p> <p>2 - The student Sometimes strikes the volleyball and it moves towards its intended target.</p> <p>1 - Inconsistently strikes the volleyball and it moves towards its intended target.</p>	<ul style="list-style-type: none"> • Small sided/large sided game <p>Cues</p> <ul style="list-style-type: none"> • Setting: Raise the roof, follow through above the head • Bumping: create a wall with forearms, bend knees, follow through to shoulder height • Serving: Underhand- Grandfather clock, create a pendulum • Strike ball with fist • Follow through straight ahead • Overhead: Throwing motion strike with open hand with palm.
12	I can utilize the culmination of skills and knowledge learned to successfully play a game of volleyball.	<p>3 - Always demonstrates understanding of concepts and strategies, and uses them at correct times during gameplay.</p> <p>2 - Sometimes demonstrates understanding of concepts and strategies, and uses them at correct times during gameplay.</p> <p>1 - Inconsistently demonstrates understanding of concepts and strategies, and uses them at correct times during gameplay.</p>	Small/large sided games
13	<p>I can demonstrate/explain how to pass to a teammate in handball.</p> <p>I can demonstrate/explain how to successfully make a give and go pass.</p>	<p>3 - Always moves the ball towards its intended target.</p> <p>2 - Sometimes moves the ball towards its intended target.</p> <p>1 - Inconsistently moves the ball towards its intended target.</p> <p>3 - Always moves the ball towards its intended target.</p> <p>2 - Sometimes moves the</p>	<p>Teams Handball drills and game</p> <ul style="list-style-type: none"> • Passing/receiving drills/games. • Cricket dodge • Give and go passing drills • Small sided/large sided game

		ball towards its intended target. 1 - Inconsistently moves the ball towards its intended target.	
14	I can demonstrate/explain successful offensive and defensive strategies.	3 - Always demonstrates the ability to place self in opportunistic positioning during gameplay. 2 - Sometimes demonstrates the ability to place self in opportunistic positioning during gameplay. 1 - Inconsistently demonstrates ability to place self in opportunistic positioning during gameplay.	Small sided/large sided game
15-16	I can demonstrate/explain the proper technique of how to throw and catch a baseball/softball. I can demonstrate/explain the proper technique of how to swing a bat.	3 - Always moves the ball towards its intended target. Ball is caught correctly in the glove. 2 - Sometimes moves the ball towards its intended target. Ball is caught correctly in the glove. 1 - Inconsistently moves the ball towards its intended target. Ball is caught correctly in the glove. 3 - Always demonstrates the proper techniques of a swing to strike the ball. 2 - Sometimes demonstrates the proper techniques of a swing to strike the ball. 1 - Inconsistently demonstrates the proper techniques of a swing to strike the ball.	Baseball/softball drills and games <ul style="list-style-type: none"> • Throwing/catching practice • Group practice swinging for form • Hit the bat game • Fielding drills • Small sided/large sided games
17-18	I can demonstrate/explain diamond game rules during gameplay.	3 - Always follow rules/strategy during gameplay. 2 - Sometimes follows rules/strategy during gameplay. 1 - Inconsistently follows rules/strategy during	Diamond games <ul style="list-style-type: none"> • Matball/kickball • Powerball • Wiffle ball • Tennis baseball

	I can use an implement to contact the manipulative.	gameplay. 3 - Always moves manipulative towards the intended target. 2 - Sometimes moves manipulative towards the intended target. 1 - Inconsistently moves manipulative towards the intended target.	
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Unit Title: Individual Sports	
3. Individual Sports	
Relevant Standards: Bold indicates priority	
<p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>How can I apply knowledge of concepts, skill, and strategies in my movement and performance?</p> <p>How can participation in individual sports enhance my personal fitness?</p>	<p>Skill based learning</p> <p>Students will be able to demonstrate their understanding</p>
Demonstration of Learning:	Pacing for Unit
<p>Demonstration of proper form and technique in regards to weight lifting.</p> <p>Demonstration of proper form and technique in regards to a variety of track events.</p>	5 classes
Family Overview (link below)	Integration of Technology:
Unit 3 Individual Sports Family Overview	<i>Teacher Discretion</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> ● Agility ● Speed ● Strength ● Endurance ● Lifetime activities ● Adapting Activities ● Activity Specific 	<p>PhysEdGames</p> <p>Perfect Pickleball</p> <p>Track and Field Resources</p> <p>Weight lifting resources and cues</p>

<ul style="list-style-type: none"> ● Strength training safety ● Forehand ● Backhand ● Open space ● Spotting ● FITT Principle ● Goal Setting ● Reflection ● Self Assessment ● Peer Assessment ● Teamwork ● Strategy ● Skill Development ● Progression ● Fundamentals ● Form ● Tactics ● Shot selection ● Strategy ● Adapting 	<p>Weight Lifting- Pushing resource</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Application for after school activities</p> <p>Integration of math and science</p>	<p>Lifting heavy weights is the only way to grow muscle.</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>Scaffolding from previous years in the weight lifting and track and field unit.</p>	<p>Students will be able to build a comprehensive workout program to improve their overall fitness.</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>7.1 Optimize individual choice and autonomy 8.1 Heighten salience of goals and objectives</p>	<p>Differentiate the degree of difficulty or complexity within which core activities can be completed</p> <p>Vary the degrees of freedom for acceptable performance</p> <p>Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition</p>
<p>Supporting Multilingual/English Learners</p>	
<p>Related CELP standards:</p>	<p>Learning Targets:</p>
<p>4-5.8 Determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p>6-8.5 Conduct research and evaluate and communicate findings to answer questions or solve problems</p>	<p>Students will be able to determine the meaning of general academic and content-specific words, phrases.</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Lesson Examples
1, 2	I can demonstrate / explain proper running forms	<p>3- Always running with head, neck and shoulders in line with hips, long strides, land on the balls of your feet</p> <p>2- Sometimes running with head, neck and shoulders in line with hips, long strides, land on the balls of your feet</p> <p>1- Inconsistently running with head, neck and shoulders in line with hips, long strides, and land on the balls of your feet.</p>	<p>Sprinting-40 yard dash Distance- 100 meter run Hurdling- 110 meter Relays- 400 meter relay</p> <p>Cues:</p> <ul style="list-style-type: none"> • Running with head, neck and shoulders in line with hips, • long strides, • land on the balls of your feet
	I can demonstrate / explain how to properly throw a manipulative	<p>3- Always stepping with opposition, elbow up, follow through down and across the body</p> <p>2- Sometimes stepping with opposition, elbow up and following through down and across the body</p> <p>1- Inconsistently stepping with opposition, elbow up and following through down and across the body.</p>	<p>Cues:</p> <ul style="list-style-type: none"> • Shot put- rest shot on finger knuckles, pushing motion with momentum, not a throw. • Discus- rotate trunk release flat • Turbo-Javelin- straight arm extended, release high, and follow through at eye level
	I can demonstrate proper jumping technique	<p>3- Always kinesthetically aware of which jumping technique to leave and land on. (ex: 1 foot to 2 foot, 2 foot to 2 foot)</p> <p>2- Sometimes kinesthetically aware of which jumping technique to leave and land on. (ex: 1 foot to 2 foot, 2 foot to 2 foot)</p> <p>1-Inconsistently kinesthetically aware of which jumping technique to leave and land on. (ex: 1 foot to 2 foot, 2 foot to 2 foot)</p>	<p>Cues-</p> <ul style="list-style-type: none"> • Broad Jump- leave from two feet, land on two feet • Running Long jump- Leave off of one foot land on two feet. • Vertical- Bend knees, leave off of 2 feet swing arms, explode up

3, 4, 5	I can demonstrate proper weight lifting form and technique	<p>3- Always execute proper push, pull, curl technique on muscle specific exercises.</p> <p>2- Sometimes execute proper push, pull, curl technique on muscle specific exercises.</p> <p>1- Inconsistently execute proper push, pull, curl technique on muscle specific exercises.</p>	<p>Cues- Fitness Log</p> <ul style="list-style-type: none"> • Cardio- breathe through nose out of mouth • Weight Training: • Push- hands equal distance on bar, bar over correct area of body, slow and controlled. • Pull- palms away from body, slow and controlled • Curl- engaged core, slow controlled movements <p>Create your own workout Pyramid Training</p>
	<p>I can understand the names of exercises that focus on certain muscle groups.</p> <p>I can differentiate between a set and a repetition.</p> <p>I can demonstrate how to properly read a workout plan.</p>	<p>3- Always demonstrates a deep understanding of muscle groups and exercises that target a specific muscle</p> <p>2- Sometimes demonstrates a slight understanding of muscle groups and exercises that target a specific muscle</p> <p>1- Inconsistently demonstrates understanding of muscle groups and exercises that target a specific muscle.</p> <p>3- Always tracks and executes the amount of sets, and repetitions through an upper body or lower body routine to help target a specific body component.</p> <p>2- Sometimes tracks and executes the amount of sets, and repetitions through an upper body or lower body routine to help target a specific body component.</p> <p>1- Inconsistently tracks and executes the amount of sets, and repetitions through an upper body or lower body routine to help target a specific body component.</p>	

Unit Title: Lifetime activities	
4. Lifetime Activities	
Relevant Standards: Bold indicates priority	
Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	
Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.	
Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> How can I achieve a healthy level of fitness throughout my lifespan? How can I maintain a healthy level of fitness throughout my lifespan? 	Team work, fair play, skill based learning, accepting differences, respectful, inclusive
Demonstration of Learning:	Pacing for Unit
I can demonstrate interest in activities throughout a lifetime.	6 classes
Family Overview (link below)	Integration of Technology:
Unit 4 Lifetime Activities Family Overview	<i>Teacher Discretion</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Rotation Serve (overhead, underhand, jump serve) Bump Set Spike Pass Boundaries Dig Volley Communicate Kill Smash Drop shot Shuttlecock Clear Overhand Forehand	Phys. Ed Games Pickleball - info and concepts Badminton - skill cues Nitroball - info Yardgames - info

Backhand Rally Etiquette Respect Strategize Teamwork			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Integration of math and science		You have to be an elder to participate in lifetime activities.	
Connections to Prior Units:		Connections to Future Units:	
Scaffolding from previous years/lessons during lifetime activities unit		Students will be able to self-organize lifetime activities.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
8.3 Foster collaboration and community		<ul style="list-style-type: none"> ● Create cooperative learning groups with clear goals, roles, and responsibilities ● Create school-wide programs of positive behavior support with differentiated objectives and supports ● Provide prompts that guide learners in when and how to ask peers and/or teachers for help ● Encourage and support opportunities for peer interactions and supports 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9- 12.7 Adapt language choices to purpose, task, and audience when speaking and writing		<p>Students can use a wide variety of complex general academic and content specific words and phrases.</p> <p>Students can employ both formal and more informal styles effectively, as appropriate</p>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Lesson Examples
1, 2	I can demonstrate and explain knowledge of rules during a racket/ paddle sport	<p>3- Always play by and are self-aware of the specific sport rules.</p> <p>2- Sometimes play by the rules and are self-aware of the specific sport rules</p> <p>1- Inconsistently plays by</p>	<p>Cues- Serve- underhand volley Clear Rally Smash Overhead Forehand shot-face of</p>

		the rules and is self-aware of the specific sport rules.	paddle or racket towards target. Grip-shake hands with handle Backswing-draw the sword Dink shot-deception Drive Flat face Follow through
	I can properly demonstrate a plethora of shots (backhand, forehand, clear, smash, drop and serve)	<p>3- Always performs the proper shot when presented with proper form and success</p> <p>2- Sometimes performs the proper shot when presented with proper form and success</p> <p>1- Inconsistently performs the proper shot when presented with proper form and success.</p>	<p>Cues: Forehand shot- strings or face of paddle towards target. Grip- shake hands with grip for continental Backswing- draw the sword Dink shot- deception Drive Flat face Follow through- take the earring off (high over the shoulder)</p>
3	<p>I can explain and perform how to properly strike a nitroball</p> <p>I can apply the knowledge to apply to cumulative activity of a game of nitroball</p>	<p>3- Always uses an open hand to strike the ball, (bump, set, spikes)</p> <p>2- Sometimes uses an open hand to strike the ball (bump, set, spike)</p> <p>1- Inconsistently uses an open hand to strike the ball (bump, set, spike)</p>	Cues- Open hand strike, create a wall with your forearms to bump, raise the roof for setting
4,5	I can explain and demonstrate how to play a variety of backyard games	<p>3- Always aware of the specific game rules</p> <p>2- Sometimes aware of the specific game rules</p> <p>1- Inconsistently aware of the specific game rules.</p>	Corn-hole Ladderball Canjam Crossnet

Unit Title:	
5. Cooperative Games	
Relevant Standards: Bold indicates priority	
Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How can cooperative learning be demonstrated in small and large group activities? • What are the necessary skills needed to successfully participate in group activities? 	Students will be able to demonstrate their understanding of how team work, fair play, skill based learning, accepting differences, displaying respectfulness and inclusivity will benefit in working towards their cooperative goals.
Demonstration of Learning:	Pacing for Unit
I can work as a team with my classmates I can follow all of the rules of game play	6 classes
Family Overview (link below)	Integration of Technology:
Unit 5 Cooperative Games Family Overview	<i>Teacher discretion</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Teamwork Cooperative Offense Defense Respect Communication Sportsmanship	PhysEdGames Cooperative game ideas 1 Cooperative game ideas 2 Cooperative game ideas 3 Tchoukball info
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Application across the school environment (brain breaks, general classroom, etc.)	Students may believe that it is only possible to cooperate with other students with whom they are friendly.
Connections to Prior Units:	Connections to Future Units:
Scaffolding from previous years during our cooperative games unit.	Students will need to participate in cooperative games in all units during physical education class.

Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Develop self-assessment and reflection (9.3) Foster collaboration and community (8.3)		<ul style="list-style-type: none"> • Develop and manage healthy emotional responses and interactions. • Share clear expectations for how groups should work together. • Provide prompts that guide learners in when and how to ask peers and/or teachers for help. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
4-5.1 Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 4-5.2 Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions		I can describe the concept of fairness. I can describe what teamwork means to me and how teamwork can help achieve goals. I can work with others by listening to outside ideas and input.	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Lesson Examples
1	I can work with others	3 - Always work with others towards a common goal. 2 - Sometimes work with others towards a common goal. 1 - Inconsistently work with others towards a common goal.	Floor is lava/ cross the river Get to know you games Rock, paper, scissor
2	I can give directions in a positive manner/ receive directions from a peer.	3 - Always able to explain strategy of game 2 - Sometimes able to explain strategy of game 1 - Inconsistently able to explain strategy of game	Capture the cone Perimeter patrol Bucketball
3-6	I can work with others by listening to outside ideas and input.	3 - Always able to listen to others and work towards a common goal. 2 - Sometimes able to listen to others and work towards a common goal. 1 - Inconsistently able to listen to others and work towards a common goal.	Invasion/ Ultimate games <ul style="list-style-type: none"> • Ultimate football • Ultimate frisbee • Ultimate handball • Yoshi • Swatball • Tchoukball • Striker • Four Corner Hunt

