

# **Waterford Public Schools**



## **K-12 Physical Education and Health Curriculum 2022**

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## **Curriculum Revision Committee**

### *Grades K-12 Physical Education and Health Curriculum*

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Course Name: Kindergarten HPE		Unit Title: Cooperative Learning		Est. # of Lessons: 7	
Unit Overview: Cooperative learning will introduce students to teamwork, communication, and sportsmanship.					
STAGE 1: DESIRED RESULTS					
Established Goals			Transfer Goals		
<p><b>National Physical Education Standards</b></p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>			<p><b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</p>		
Understandings			Essential Questions		
The way you work with your teammates impacts the quality of your connections and your success.			<ul style="list-style-type: none"> <li>● How do I work with my teammates to accomplish a task?</li> <li>● What have I learned from this activity and what would you change to improve for next time?</li> <li>● How do I communicate my feelings and thoughts with myself and others?</li> </ul>		
Knowledge			Skills (Framed as Learning Targets)		
<ul style="list-style-type: none"> <li>● Introduction to positive communication with partners and small groups</li> <li>● Understand the value of working together</li> <li>● Introduction to zones of regulation</li> </ul>			<p>( C) Create strategies to complete tasks</p> <ol style="list-style-type: none"> <li>1. I can recognize that there are opportunities to work together</li> <li>2. I can identify trusted adults that can help me</li> </ol> <p>( P) Manipulate body and objects to complete tasks</p> <ol style="list-style-type: none"> <li>1. I can participate in movement concepts within cooperative learning activities with teacher prompting.</li> </ol> <p>( A) Create a safe environment to share ideas amongst the group</p>		

	<ol style="list-style-type: none"> <li>1. I can engage in physical activity as an opportunity for social and group interaction.</li> <li>2. I can receive feedback</li> <li>3. I can use the zones of regulation</li> <li>4. I can accept and include others in a team activity</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation: LT: C1,2,; P1; A1-4 Class reflection through debriefing	Elementary PE assessments
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Project Adventure	Estimated # of Lessons: 7
<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C) Create strategies to complete tasks</p> <ul style="list-style-type: none"> <li>● I can recognize that there are opportunities to work together</li> <li>● I can identify trusted adults who can help me</li> </ul> <p>( P) Manipulate body and objects to complete tasks</p> <ul style="list-style-type: none"> <li>● I can participate in movement concepts within cooperative learning activities with teacher prompting.</li> </ul> <p>( A) Create a safe environment to share ideas amongst the group</p> <ul style="list-style-type: none"> <li>● I can engage in physical activity as an opportunity for social and group interaction.</li> <li>● I can receive feedback</li> <li>● I can use the zones of regulation</li> <li>● I can accept and include others in a team activity</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How do I work with my teammates to accomplish a task?</li> <li>● What have you learned from this activity and what would you change to improve for next time?</li> <li>● How do I communicate my feelings and thoughts with myself and others?</li> </ul>
<p>Learning Activities: Students will work through Project Adventure activities to complete their cooperative learning unit. Each activity includes instruction time, activity time, and debrief time. Activities include...</p> <p>Popcorn Hungry caterpillar Parachute Cooperative hoops Hula huts Lily pad Poison river</p>	

Second step

Course Name: Kindergarten HPE      Unit Title: locomotor/nonlocomotor      Est. # of Lessons: 9

Unit Overview: In this unit students will be able to move safely using a variety of locomotor/non-locomotor skills.

STAGE 1: DESIRED RESULTS

Established Goals

Transfer Goals

**National Physical Education Standards**

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**National Health Education Standards**

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community

1. **Self-Direction:** Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments
2. **Critical Thinking:** Develop skills, knowledge, and concepts through practice and analysis of results
3. **Self Direction:** Demonstrates improved physical performance in skills and movement patterns.

Understandings

Essential Questions

- There are a variety of locomotor/non-locomotor movement patterns used for traveling and body manipulation
- A healthy and balanced diet leads to an

- How can I travel safely from one place to another?
- How can I improve my overall health and nutrition?

improved quality of life.	
Knowledge	Skills (Framed as Learning Targets)
<p>Know a variety of locomotor/non-locomotor skills</p> <p>Understand the value of regular exercise</p> <p>Understand the benefits of a healthy lifestyle</p>	<p>( C ) Know the different locomotor/non-locomotor skills</p> <ol style="list-style-type: none"> <li>1. I can recognize physical activity helps me be healthy</li> <li>2. I can recognize the different locomotor/non-locomotor skills</li> <li>3. I can recognize the difference between personal space and open space</li> <li>4. I can provide examples of healthy foods</li> <li>5. I can explain ways to be active every day</li> </ol> <p>( P ) Perform various locomotor/non-locomotor skills</p> <ol style="list-style-type: none"> <li>1. I can perform locomotor skills such as walking, running, hopping, skipping ,leaping, sliding, and galloping using developmentally appropriate form</li> <li>2. I can perform non-locomotor skills such as bending, twisting, and balancing using developmentally appropriate form</li> <li>3. I can travel at different speeds, levels and pathways</li> </ol> <p>( A ) Create a safe environment to try new movements</p> <ol style="list-style-type: none"> <li>1. I can express my favorite locomotor/non-locomotor movements</li> <li>2. I can listen respectfully to corrective feedback from the teacher.</li> <li>3. I can share equipment and space with others</li> <li>4. I can accept and include others in a team activity</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Elementary PE assessments</p> <p>Teacher observation- LT: C1-5; P2,3; A1-4</p> <p>Class reflection through debriefing</p>	Elementary PE assessments
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Locomotor/Nonlocomotor	Estimated # of Lessons: 9
Relevant Learning Targets (from Stage 1) :	Relevant Essential Questions (from Stage 1):

( C ) Know the different locomotor/non-locomotor skills

- I can recognize physical activity helps me be healthy
- I can recognize the different locomotor/non-locomotor skills
- I can recognize the difference between personal space and open space
- I can provide examples of healthy foods
- I can explain how to be active every day

( P ) Perform various locomotor/non-locomotor skills

- I can perform locomotor skills such as walking, running, hopping, skipping, leaping, sliding, and galloping using developmentally appropriate form
- I can perform non-locomotor skills such as bending, twisting, and balancing using developmentally appropriate form
- I can travel at different speeds, levels and pathways

( A ) Create a safe environment to try new movements

- I can express my favorite locomotor/non-locomotor movements
- I can listen respectfully to corrective feedback from the teacher.
- I can share equipment and space with others
- I can accept and include others in a team activity

How can I improve my fitness levels?

What do my fitness scores tell me about my overall health?

How can I improve my overall health and nutrition?

Learning Activities:

Students will work through various locomotor/non-locomotor activities including;

Skipping  
Galloping  
Walking  
Jogging  
Bending  
Twisting  
Balancing  
Yoga  
Relays  
Sorting



Obstacle courses  
 Warmups  
 Fitness routine  
 Tag  
 MyPlate  
 KidsNHealth

Course Name: Kindergarten HPE                      Unit Title: Manipulative                      Est. # of Lessons: 20

Unit Overview:  
 In this unit, students will be introduced to manipulative skills such as throwing, catching, kicking, dribbling, etc.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<ol style="list-style-type: none"> <li><b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li><b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li><b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>
Understandings	Essential Questions
<p>The way I use my body affects how the object will move</p>	<p>How do I get the manipulative where I want it to go?</p>
Knowledge	Skills (Framed as Learning Targets)
<p>Understand the importance of manipulative skills and how they can be used outside of PE class.</p>	<p>( C) Know the different manipulative skills</p> <ol style="list-style-type: none"> <li>I can recognize that skill practice improves performance</li> <li>I can understand the difference between varying manipulative skills</li> </ol> <p>( P) Perform manipulative skills</p>

	<ol style="list-style-type: none"> <li>1. I can throw underhand to target</li> <li>2. I can throw overhand demonstrating developmentally appropriate form.</li> <li>3. I can catch a self-tossed manipulative from a reasonable distance.</li> <li>4. I can dribble with hands or feet</li> <li>5. I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>6. I can strike an object with an implement</li> </ol> <p>(A) Complete class tasks and activities while showing personal responsibility</p> <ol style="list-style-type: none"> <li>1. I can work independently with teacher guidance</li> <li>2. I can accept corrective teacher feedback</li> <li>3. I can work cooperatively with others</li> <li>4. I can accept conflict resolution strategies from teacher</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation: LT: C1, 2; P1-6; A1-4 Class reflection through debriefing	Elementary PE assessments

**STAGE 3: LEARNING PLAN**

<b>First Topic: Throwing and Catching</b>	<b>Estimated # of Lessons: 7</b>
<b>Relevant Learning Targets (from Stage 1) :</b> <b>(C) Know the different manipulative skills</b> <ul style="list-style-type: none"> <li>● I can recognize that skill practice improves performance</li> <li>● I can understand the difference between varying manipulative skills</li> </ul> <b>(P) Perform manipulative skills</b> <ul style="list-style-type: none"> <li>● I can throw underhand to target</li> <li>● I can throw overhand demonstrating developmentally appropriate form.</li> <li>● I can catch a self-tossed manipulative from a reasonable distance.</li> </ul> <b>(A) Complete class tasks and activities while showing personal responsibility</b> <ul style="list-style-type: none"> <li>● I can work independently with teacher guidance</li> <li>● I can accept corrective teacher feedback</li> <li>● I can work cooperatively with others</li> <li>● I can accept conflict resolution strategies</li> </ul>	<b>Relevant Essential Questions (from Stage 1):</b> <b>How do I get the manipulative where I want it to go?</b>

from teacher	
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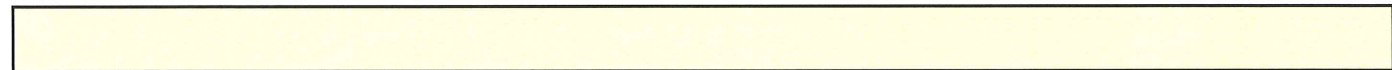
Learning Activities:  
 Students will work through various throwing and catching activities such as:  
 Yard games  
 Battleship  
 Bowling bingo  
 Pin knockdown  
 Self toss and catch  
 Target toss  
 Bubble pop  
 Flip the hoop  
 Toy box

YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT

Second Topic: Dribbling/Shooting	Estimated # of Lessons: 4
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<p>Learning Targets:</p> <p>( C ) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can understand skill practice improves competence in skill performance</li> <li>● I can understand the difference between varying manipulative skills</li> </ul> <p>( P ) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can dribble with hands or feet</li> <li>● I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>● I can strike an object with an implement</li> </ul> <p>( A ) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently with teacher guidance</li> <li>● I can accept corrective teacher feedback</li> <li>● I can work cooperatively with others</li> <li>● I can accept conflict resolution strategies from teacher</li> </ul>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>
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Learning Activities:  
 Dribble knockout  
 Make it take it  
 Scrabble  
 Dribble in self space  
 Musical dribbling



Third Topic: Kicking	Estimated # of Lessons: 4
<p>Learning Targets:</p> <p>( C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can understand skill practice improves competence in skill performance</li> <li>● I can understand the difference between varying manipulative skills</li> </ul> <p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can dribble with hands or feet</li> <li>● I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> </ul> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently with teacher guidance</li> <li>● I can accept corrective teacher feedback</li> <li>● I can work cooperatively with others</li> <li>● I can accept conflict resolution strategies from teacher</li> </ul>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>
<p>Learning Activities:</p> <p>Students will work through various kicking activities such as:</p> <p>Stations</p> <p>Messy room</p> <p>Red yellow green light dribbling</p> <p>Dribbling with feet or hands in open space</p>	

Fourth Topic: Striking	Estimated # of Lessons: 5
<p>Learning Targets:</p> <p>( C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can understand skill practice improves competence in skill performance</li> <li>● I can understand the difference between varying manipulative skills</li> </ul> <p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can throw underhand to target</li> <li>● I can throw overhand demonstrating developmentally appropriate form.</li> <li>● I can catch a self-tossed manipulative from a reasonable distance.</li> <li>● I can dribble with hands or feet</li> <li>● I can perform kicking along the ground</li> </ul>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>

<p>using appropriate form with reasonable accuracy.</p> <ul style="list-style-type: none"> <li>● I can strike an object with an implement</li> </ul> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently with teacher guidance</li> <li>● I can accept corrective teacher feedback</li> <li>● I can work cooperatively with others</li> <li>● I can accept conflict resolution strategies from teacher</li> </ul>	
<p>Learning Activities:  Students will work through various striking activities such as:  Floor hockey  Mini golf  Paddle  Gaga  Noodle bonkers  paddles</p>	

<p>Course Name: Kindergarten HPE                      Unit Title: Climbing                      Est. # of Lessons: 6</p>	
<p>Unit Overview: In this unit, students will be introduced to different ways to climb and will be provided opportunities to create plans to complete pathways.</p>	
<p style="text-align: center;"><b>STAGE 1: DESIRED RESULTS</b></p>	
<p style="text-align: center;">Established Goals</p>	<p style="text-align: center;">Transfer Goals</p>
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<ol style="list-style-type: none"> <li>1. <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>2. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> <li>3. <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> </ol>

<p><b>National Health Education Standards</b></p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Climbing is a unique way to use your body to get from one place to another</li> <li>● Climbing provides students with ample opportunities to take safe risks and use decision making skills to enhance health.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I move my body to get from one place to another?</li> <li>● How can making safe choices help me prevent injury?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Understand the safety aspect of climbing</p> <p>Understand the importance of body weight control</p> <p>Understand the risks associated with climbing, swinging, and traversing.</p>	<p>( C )</p> <ol style="list-style-type: none"> <li>1. I can use problem solving skills to create pathways</li> <li>2. I can list some personal challenges that climbing presents</li> <li>3. I can understand my personal limits</li> <li>4. I can identify safety rules while using playground equipment</li> </ol> <p>( P ) Use personal strength and endurance to complete climbing challenges</p> <ol style="list-style-type: none"> <li>1. I can demonstrate how to transfer one’s body weight</li> <li>2. I can explore ways to be physical active while climbing based on my own personal preferences</li> <li>3. I can balance on different bases of support and climbing apparatuses</li> <li>4. I can demonstrate the ability to hang or swing from a bar or rope</li> </ol> <p>( A ) Use a challenge by choice mentality to take safe risks and support others</p> <ol style="list-style-type: none"> <li>1. I can express the enjoyment and/or challenge of participating in climbing activities</li> <li>2. I can demonstrate knowledge of rules, safety practices and procedures of specific climbing activities</li> <li>3. I can accept trying new climbing activities</li> <li>4. I can accept others’ personal limits</li> <li>5. I can ask for help for myself or others when</li> </ol>

	needed
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation FT: C1-4, 3,6; P1; A1- 4 Class reflection through debriefing	Elementary PE assessments
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Climbing	Estimated # of Lessons: 6
<p>Relevant Learning Targets (from Stage 1) : ( C )</p> <ul style="list-style-type: none"> <li>● I can use problem solving skills to create pathways</li> <li>● I can understand the strength and balance techniques required for safe climbing.</li> <li>● I can understand all safety precautions as it relates to climbing</li> <li>● I can list some personal challenges that climbing presents</li> <li>● I can understand my personal limits</li> <li>● I can identify safety rules while using playground equipment</li> </ul> <p>( P ) Use personal strength and endurance to complete climbing challenges</p> <ul style="list-style-type: none"> <li>● I can demonstrate how to transfer one's body weight</li> <li>● I can explore ways to be physical active while climbing based on my own personal preferences</li> <li>● I can balance on different bases of support and climbing apparatuses</li> <li>● I can demonstrate the ability to hang or swing from a bar or rope</li> </ul> <p>( A ) Use a challenge by choice mentality to take safe risks and support others</p> <ul style="list-style-type: none"> <li>● I can express the enjoyment and/or challenge of participating in climbing activities</li> <li>● I can demonstrate knowledge of rules, safety practices and procedures of specific climbing activities</li> <li>● I can accept trying new climbing activities</li> <li>● I can accept others' personal limits</li> </ul>	<p>Relevant Essential Questions (from Stage 1): How do I move my body to get from one place to another?</p>

<ul style="list-style-type: none"> <li>• I can ask for help for myself or others when needed</li> </ul>	
<p>Learning Activities:  Students will work through various climbing activities such as:  Climbing wall  Climbing rope  Trestle  Cargo net  Obstacle course  Gymnastics</p>	

Course Name: Kindergarten HPE	Unit Title: Movement/Rhythm	Est. # of Lessons: 4
<p>Unit Overview:  In this unit, students will be introduced to rhythmic ways of moving their body. They will learn how disease prevention influences the physical activities they participate in.</p>		
STAGE 1: DESIRED RESULTS		
Established Goals	Transfer Goals	
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 3:</b> Students will demonstrate the ability</p>	<ol style="list-style-type: none"> <li><b>1. Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> <li><b>2. Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making</li> </ol>	



<p>to access valid information, products, and services to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Movement and rhythm provide students with a chance to be expressive through structured and unstructured activities.</li> <li>● How to make healthy choices to improve fitness and engage in regular exercise</li> </ul>	<ul style="list-style-type: none"> <li>● How can I move my body to the rhythm?</li> <li>● How can I set a healthy goal and achieve it?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>How to incorporate different movement patterns into rhythmic activities</p> <p>How to make healthy choices to improve fitness and engage in regular exercise</p>	<p>( C) know vocabulary that corresponds to different routines and movements</p> <ol style="list-style-type: none"> <li>1. I can begin to describe the benefits of movement/rhythm as a lifelong activity</li> <li>2. I can begin to describe the benefits of a healthy lifestyle</li> </ol> <p>( P) Copy teacher led movements and/or movements based off of technology presentations</p> <ol style="list-style-type: none"> <li>1. I can show the difference between personal and open space</li> <li>2. I can follow along to teacher lead and or technology lead movements</li> <li>3. I can move in personal space to rhythm</li> </ol> <p>( A) Demonstrate a positive attitude during movement and rhythm activities</p> <ol style="list-style-type: none"> <li>1. I can express the enjoyment and/or challenge of participating in a favorite movement/rhythm activity.</li> <li>2. I can engage in movement/rhythm activities with responsible personal behavior</li> <li>3. I can accept others into movement/rhythm activities with teacher prompting</li> <li>4. I can share general space with others</li> </ol>
<p><b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b></p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>

Elementary PE assessments Teacher observation LT: C1,2; P1-4; A1-4 Class discussions through debriefing	Elementary PE assessments
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**STAGE 3: LEARNING PLAN**

First Topic: Movement/Rhythm	Estimated # of Lessons: 4
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<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C ) know vocabulary that corresponds to different routines and movements</p> <ul style="list-style-type: none"> <li>● I can begin to describe the benefits of movement/rhythm as a lifelong activity</li> <li>● I can begin to describe the benefits of a healthy lifestyle</li> </ul> <p>( P ) Copy teacher led movements and/or movements based off of technology presentations</p> <ul style="list-style-type: none"> <li>● I can show the difference between personal and open space</li> <li>● I can follow along to teacher lead and or technology lead movements</li> <li>● I can move in personal space to rhythm</li> </ul> <p>( A ) Demonstrate a positive attitude during movement and rhythm activities</p> <ul style="list-style-type: none"> <li>● I can express the enjoyment and/or challenge of participating in a favorite movement/rhythm activity.</li> <li>● I can engage in movement/rhythm activities with responsible personal behavior</li> <li>● I can accept others into movement/rhythm activities with teacher prompting</li> <li>● I can share general space with others</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How can I move my body to match the rhythm presented?</p>
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<p>Learning Activities:</p> <p>Students will express themselves through movement/rhythm activities such as:</p> <p>Bucket drumming</p> <p>Dance</p> <p>Gymnastics</p> <p>Hula hoop</p> <p>Jump rope</p> <p>Just Dance</p> <p>Circus</p> <p>Kids Heart Challenge</p>
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Course Name: Kindergarten HPE	Unit Title: Chasing/ Fleeing/ Dodging	Est. # of Lessons: 12
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Unit Overview:
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In this unit, students will be introduced to body and spatial awareness principals to play a variety of small and large group games and activities

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<ol style="list-style-type: none"> <li><b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li><b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>
Understandings	Essential Questions
<p>Chasing, fleeing, and dodging, gives students an opportunity to utilize body control, locomotor skills, and problem solving techniques</p>	<ul style="list-style-type: none"> <li>How can I strategize to achieve my goal?</li> <li>How do I know where my body is in space? How do I control it?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<p>Body control and strategies such as speed and changing directions can help you be successful in chasing, fleeing, dodging activities.</p>	<p>(C)</p> <ol style="list-style-type: none"> <li>I can begin to recognize movement concepts within chasing and fleeing activities.</li> <li>I can begin to recognize the effects of physical activity and exercise on the body such as increased heart rate, breathing, etc.</li> </ol> <p>(P)</p>

	<ol style="list-style-type: none"> <li>1. I can apply movement concepts to game situations with teacher prompts.</li> <li>2. I can apply simple offensive and defensive strategies in different physical activities.</li> <li>3. I can travel showing different seeds and directions</li> <li>4. I can demonstrate game play strategies during low organized activities</li> <li>5. I can move towards or away from a target, object, or person within an activity</li> </ol> <p>(A)</p> <ol style="list-style-type: none"> <li>1. I can accept others in chasing and fleeing activities</li> <li>2. I can accept the outcomes of challenges in chasing and fleeing activities.</li> <li>3. I can accept teacher directed conflict resolution strategies for chasing, fleeing and dodging.</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation LT: C1,2; P1-5; A1, 2, 3 Class discussion through debriefing	Elementary PE assessments

**STAGE 3: LEARNING PLAN**

First Topic: chasing fleeing dodging	Estimated # of Lessons: 12
<p>Relevant Learning Targets (from Stage 1) :</p> <p>(C)</p> <ul style="list-style-type: none"> <li>● I can begin to recognize movement concepts within chasing and fleeing activities.</li> <li>● I can begin to recognize the effects of physical activity and exercise on the body such as increased heart rate, breathing, etc.</li> </ul> <p>(P)</p> <ul style="list-style-type: none"> <li>● I can apply movement concepts to game situations with teacher prompts.</li> <li>● I can apply simple offensive and defensive strategies in different physical activities.</li> <li>● I can travel showing different seeds and directions</li> <li>● I can demonstrate game play strategies</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How can I strategize for more success?</p> <p>How do I use my body control to be successful?</p>

<p>during low organized activities</p> <ul style="list-style-type: none"> <li>● I can move towards or away from a target, object, or person within an activity</li> </ul> <p>(A)</p> <ul style="list-style-type: none"> <li>● I can accept others in chasing and fleeing activities</li> <li>● I can accept the outcomes of challenges in chasing and fleeing activities.</li> <li>● I can accept teacher directed conflict resolution strategies for chasing, fleeing and dodging.</li> </ul>	
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**Learning Activities:**

Students will be exposed to chasing, fleeing, and dodging activities through activities such as:

- Hyperspace
- Laydown tag
- Popup tag
- Hotdog tag
- Bump tag
- Pacman tag
- Bodyguard
- Gaga
- Animal rescue
- Capture the flag
- Team tag
- Flag tag
- Locomotor skills

Course Name: 1st grade HPE		Unit Title: Cooperative Learning		Est. # of Lessons: 7	
Unit Overview: Cooperative learning will give students the opportunity to build upon their skills in teamwork, communication, and sportsmanship through game play and other physical team activities.					
STAGE 1: DESIRED RESULTS					
Established Goals			Transfer Goals		
<p><b>National Physical Education Standards</b></p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>			<ol style="list-style-type: none"> <li>1. <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li>2. <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>3. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>		
Understandings			Essential Questions		
The way you work with your teammates impacts the quality of your connections and your success.			<ul style="list-style-type: none"> <li>● How do I work with my teammates to accomplish a task?</li> <li>● What have I learned from this activity and what would I change to improve for next time?</li> <li>● How do I communicate my feelings and thoughts with myself and others?</li> </ul>		
Knowledge			Skills (Framed as Learning Targets)		
<ul style="list-style-type: none"> <li>● Communicate with partners and groups with teacher prompting in a positive way</li> <li>● Understands the difference between working alone vs working cooperatively</li> </ul>			<p>(C) Create strategies to complete tasks</p> <ol style="list-style-type: none"> <li>1. I can develop an understanding of the difference between cooperation and individual play.</li> <li>2. I can create cooperative strategies with teacher prompting in game situations.</li> <li>3. I can identify trusted adults that can help me</li> </ol>		

<ul style="list-style-type: none"> <li>• Use of zones of regulation</li> </ul>	<p>( P) Manipulate body and objects to complete tasks</p> <ol style="list-style-type: none"> <li>1. I can use teacher given cooperative strategies to participate in learning activities.</li> <li>2. I can combine a movement concept with a skill in cooperative learning activities with teacher prompting.</li> </ol> <p>( A) Create a safe environment to share ideas amongst the group</p> <ol style="list-style-type: none"> <li>1. I can engage in physical activity as an opportunity for social and group interaction.</li> <li>2. I can respectfully receive teacher feedback.</li> <li>3. I can use the zones of regulation to reflect on my own feelings</li> <li>4. I can accept and include others in a team activity</li> <li>5. I can acknowledge others' feelings</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation: LT: C1-3; P1, 2; A1-5 Class reflection through debriefing	Elementary PE assessments

**STAGE 3: LEARNING PLAN**

First Topic: Project Adventure	Estimated # of Lessons: 7
<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C) Create strategies to complete tasks</p> <ul style="list-style-type: none"> <li>• I can develop an understanding of the difference between cooperation and individual play.</li> <li>• I can create cooperative strategies with teacher prompting in game situations.</li> <li>• I can Identify trusted adults that can help me</li> </ul> <p>( P) Manipulate body and objects to complete tasks</p> <ul style="list-style-type: none"> <li>• I can use teacher given cooperative strategies to participate in learning activities.</li> <li>• I can combine a movement concepts with a skill in cooperative learning activities with teacher prompting.</li> </ul> <p>( A) Create a safe environment to share ideas amongst the group</p> <ul style="list-style-type: none"> <li>• I can engage in physical activity as an opportunity for social and group</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• How do I work with my teammates to accomplish a task?</li> <li>• What have you learned from this activity and what would you change to improve for next time?</li> <li>• How do I communicate my feelings and thoughts with myself and others?</li> </ul>

<p>interaction.</p> <ul style="list-style-type: none"> <li>● I can respectfully receive teacher feedback.</li> <li>● I can use the zones of regulation to reflect on my own feelings</li> <li>● I can accept and include others in a team activity</li> <li>● I can acknowledge others' feelings</li> </ul>	
<p>Learning Activities:  Students will work through Project Adventure activities to complete their cooperative learning unit. Each activity includes instruction time, activity time, and debrief time. Activities include...</p> <p>Popcorn  Hungry caterpillar  Parachute  Cooperative hoops  Hula huts  Lily pad  Poison river  Second step</p>	

<p>Course Name: 1st Grade HPE      Unit Title: locomotor/nonlocomotor      Est. # of Lessons: 9</p>	
<p>Unit Overview: In this unit students will build upon their movement skills and patterns both moving and stationary.</p>	
<p style="text-align: center;"><b>STAGE 1: DESIRED RESULTS</b></p>	
<p style="text-align: center;">Established Goals</p>	<p style="text-align: center;">Transfer Goals</p>
<p><b>National Physical Education Standards</b></p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services</p>	<ol style="list-style-type: none"> <li>1. <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>2. <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>3. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>



<p>to enhance health.</p> <p><b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● There are a variety of locomotor / non locomotor movement patterns used for traveling and body manipulation.</li> <li>● A healthy and balanced diet leads to an improved quality of life.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I travel safely from one place to another?</li> <li>● What do my fitness scores tell me about my overall health?</li> <li>● How can I improve my overall health and nutrition?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Know a variety of locomotor and non locomotor skills.</p> <p>Understand the value of regular exercise</p> <p>Understand the benefits of a healthy lifestyle</p>	<p>( C) Know the different locomotor and non locomotor skills.</p> <ol style="list-style-type: none"> <li>1. I can recognize physical activity helps me be healthy.</li> <li>2. I can name the different locomotor and non locomotor skills.</li> <li>3. I can identify the difference between personal and open space.</li> <li>4. I can differentiate between the different locomotor skills.</li> <li>5. I can provide examples of healthy foods</li> </ol> <p>( P) Perform various locomotor and non locomotor skills</p> <ol style="list-style-type: none"> <li>1. I can perform locomotor skills such as walking, running, hopping, skipping, leaping, sliding and galloping using a developmentally appropriate form.</li> <li>2. I can combine a sequence of locomotor and non locomotor movements.</li> <li>3. I can perform non locomotor skills such as bending, twisting, and balancing using a developmentally appropriate form.</li> </ol>

	<p>4. I can travel at different speeds, levels, and pathways.</p> <p>( A) create a safe environment to try new movements</p> <ol style="list-style-type: none"> <li>1. I can express my favorite locomotor and non locomotor activity.</li> <li>2. I can share equipment and space with others</li> <li>3. I can accept and include others in a team activity</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
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<p>Elementary PE assessments  Teacher observation- LT: C3,4 ; P2,4; A1, 2,3  Class reflection through debriefing</p>	<p>Elementary PE assessments</p>
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**STAGE 3: LEARNING PLAN**

First Topic: Locomotor/Nonlocomotor	Estimated # of Lessons: 9
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<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C) Know the different locomotor and non locomotor skills.</p> <ul style="list-style-type: none"> <li>● I can recognize physical activity helps me be healthy.</li> <li>● I can name the different locomotor and non locomotor skills.</li> <li>● I can identify the difference between personal and open space.</li> <li>● I can differentiate between the different locomotor skills.</li> <li>● I can provide examples of healthy foods</li> </ul> <p>( P) Perform various locomotor and non locomotor skills</p> <ul style="list-style-type: none"> <li>● I can perform locomotor skills such as walking, running, hopping, skipping, leaping, sliding and galloping using a developmentally appropriate form.</li> <li>● I can combine a sequence of locomotor and non locomotor movements.</li> <li>● I can perform non locomotor skills such as bending, twisting, and balancing using a developmentally appropriate form.</li> <li>● I can travel at different speeds, levels, and pathways.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How can I improve my fitness levels?</p> <p>What do my fitness scores tell me about my overall health?</p> <p>How can I improve my overall health and nutrition?</p>
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<p>( A) create a safe environment to try new movements</p> <ul style="list-style-type: none"> <li>● I can express my favorite locomotor and non locomotor activity.</li> <li>● I can share equipment and space with others</li> <li>● I can accept and include others in a team activity</li> </ul>	
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Learning Activities:  
 Students will work through various locomotor and nonlocomotor movement activities including:

- Skipping
- Galloping
- Walking
- Jogging
- Bending
- Twisting
- Balancing
- Yoga
- Relays
- Sorting
- Obstacle courses
- Warm ups
- Fitness routine
- Tag
- [MyPlate](#)
- [KidsHealth](#)

Course Name: 1st grade HPE	Unit Title: Manipulative	Est. # of Lessons: 20
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Unit Overview:  
 In this unit, students will build upon their manipulative skills by throwing, catching, kicking, rolling and dribbling objects using a combination of several different body parts.

<b>STAGE 1: DESIRED RESULTS</b>
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Established Goals	Transfer Goals
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<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor</p>	<p>1. <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</p>
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skills and movement patterns. <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.	<p>2. <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</p> <p>3. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</p>
Understandings	Essential Questions
The way I use my body affects how the object will move.	How do I get the manipulative where I want it to go?
Knowledge	Skills (Framed as Learning Targets)
Understand the importance of manipulative skills and how they can be used outside of PE class.	<p>( C) Know the different manipulative skills</p> <ol style="list-style-type: none"> <li>1. I can identify how my skill practice improves my performance</li> <li>2. I can understand the difference between varying manipulative skills.</li> </ol> <p>( P) Perform manipulative skills</p> <ol style="list-style-type: none"> <li>1. I can throw underhand to a target with reasonable accuracy.</li> <li>2. I can throw overhand demonstrating developmentally appropriate form.</li> <li>3. I can catch a tossed manipulative from a reasonable distance.</li> <li>4. I can dribble with hands or feet</li> <li>5. I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>6. I can strike an object with an implement.</li> <li>7. I can pass and receive with a partner</li> </ol> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ol style="list-style-type: none"> <li>1. I can work independently with teacher guidance.</li> <li>2. I can accept corrective teacher feedback</li> <li>3. I can work cooperatively with others</li> <li>4. I can accept conflict resolution strategies from teacher.</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
Elementary PE assessments	Elementary PE assessments

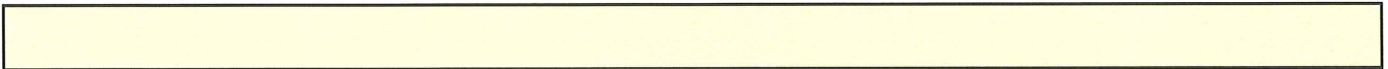
Teacher observation: LT: C1; P1-7; A1-4 Class reflection through debriefing	
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Throwing and Catching	Estimated # of Lessons: 7
<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can identify how my skill practice improves my performance</li> <li>● I can understand the difference between varying manipulative skills.</li> </ul> <p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can throw underhand to a target with reasonable accuracy.</li> <li>● I can throw overhand demonstrating developmentally appropriate form.</li> <li>● I can catch a tossed manipulative from a reasonable distance.</li> <li>● I can pass and receive with a partner</li> </ul> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently with teacher guidance.</li> <li>● I can accept corrective teacher feedback</li> <li>● I can work cooperatively with others</li> <li>● I can accept conflict resolution strategies from teacher.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How do I get the manipulative where I want it to go?</p>
<p>Learning Activities:</p> <p>Students will work through various throwing and catching activities such as:</p> <p>Yard games          Battleship          Bowling bingo          Pin knockdown          Self toss and catch          Target toss          Bubble pop          Flip the hoop          Toy box</p>	
Second Topic: Dribbling/Shooting	Estimated # of Lessons: 4
<p>Learning Targets:</p> <p>( C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can identify how my skill practice</li> </ul>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>

<p>improves my performance</p> <ul style="list-style-type: none"> <li>● I can understand the difference between varying manipulative skills.</li> </ul> <p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can dribble with hands or feet</li> <li>● I can strike an object with an implement.</li> <li>● I can pass and receive with a partner</li> </ul> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently with teacher guidance.</li> <li>● I can accept corrective teacher feedback</li> <li>● I can work cooperatively with others</li> <li>● I can accept conflict resolution strategies from the teacher.</li> </ul>	
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Learning Activities:  
 Students will work through various dribbling/shooting activities such as:  
 Dribble knockout  
 Make it take it  
 Scrabble  
 Dribble in self space  
 Musical dribbling

Third Topic: Kicking	Estimated # of Lessons: 4
<p>Learning Targets:</p> <p>( C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can identify how my skill practice improves my performance</li> <li>● I can understand the difference between varying manipulative skills.</li> </ul> <p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> </ul> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently with teacher guidance.</li> <li>● I can accept corrective teacher feedback</li> <li>● I can work cooperatively with others</li> <li>● I can accept conflict resolution strategies from teacher.</li> </ul>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>

Learning Activities:  
 Students will work through various kicking activities such as:  
 Stations  
 Messy room  
 Red yellow green light dribbling  
 Dribbling with feet or hands in open space



Fourth Topic: Striking	Estimated # of Lessons: 5
<p>Learning Targets:</p> <p>( C ) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can identify how my skill practice improves my performance</li> <li>● I can understand the difference between varying manipulative skills.</li> </ul> <p>( P ) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can strike an object with an implement.</li> <li>● I can pass and receive with a partner</li> </ul> <p>( A ) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently with teacher guidance.</li> <li>● I can accept corrective teacher feedback</li> <li>● I can work cooperatively with others</li> <li>● I can accept conflict resolution strategies from teacher.</li> </ul>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>

Learning Activities:  
 Students will work through various striking activities such as:  
 Floor hockey  
 Mini golf  
 Paddle  
 Gaga  
 Noodle bonkers  
 paddles

Course Name: 1st Grade HPE                      Unit Title: Climbing                      Est. # of Lessons: 6

Unit Overview: In this unit, students will build upon the different ways to climb and will be provided opportunities to create plans to complete pathways.

STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<ol style="list-style-type: none"> <li><b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li><b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> <li><b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> </ol>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Climbing is a unique way to use your body to get from one place to another</li> <li>Climbing provides students with ample opportunities to take safe risks and use decision making skills to enhance health.</li> </ul>	<ul style="list-style-type: none"> <li>How do I move my body to get from one place to another?</li> <li>How can making safe choices help me prevent injury?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<p>Understand the safety aspect of climbing</p> <p>Understand the importance of body weight control</p> <p>Understand the risks associated with climbing, swinging, and traversing.</p>	<p>( C) Use problem solving skills to create pathways</p> <ol style="list-style-type: none"> <li>I can use problem solving skills to create pathways.</li> <li>I can list some personal challenges that climbing presents</li> <li>I can understand my personal limits</li> <li>I can describe how injuries can be prevented</li> </ol> <p>( P) Use personal strength and endurance to complete climbing challenges</p> <ol style="list-style-type: none"> <li>I can demonstrate how to transfer one’s body weight.</li> <li>I can explore ways to be physically active</li> </ol>



	<p>while climbing based on my own personal preferences.</p> <ol style="list-style-type: none"> <li>3. I can balance on different bases of support and climbing apparatuses</li> <li>4. I can demonstrate the ability to hang or swing from a bar or rope.</li> </ol> <p>( A) Use a challenge by choice mentality to take safe risks and support others</p> <ol style="list-style-type: none"> <li>1. I can express the enjoyment and/or challenge of participating in climbing activities</li> <li>2. I can demonstrate knowledge of rules, safety practices and procedures of specific climbing activities</li> <li>3. I can accept trying new climbing activities</li> <li>4. I can ask for help for myself or others when needed</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation FT: C1, 3, 6; P1; A1- 4 Class reflection through debriefing	Elementary PE assessments

**STAGE 3: LEARNING PLAN**

First Topic:	Estimated # of Lessons: 6
<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C) Use problem solving skills to create pathways</p> <ul style="list-style-type: none"> <li>● I can use problem solving skills to create pathways.</li> <li>● I can understand the strength and balance techniques required for safe climbing.</li> <li>● I can understand all safety precautions as it relates to climbing</li> <li>● I can lists some personal challenges that climbing presents</li> <li>● I can understand my personal limits</li> <li>● I can describe how injuries can be prevented</li> </ul> <p>( P) Use personal strength and endurance to complete climbing challenges</p> <ul style="list-style-type: none"> <li>● I can demonstrate how to transfer one's</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How do I move my body to get from one place to another?</p>

<p>body weight.</p> <ul style="list-style-type: none"> <li>● I can explore ways to be physically active while climbing based on my own personal preferences.</li> <li>● I can balance on different bases of support and climbing apparatuses</li> <li>● I can demonstrate the ability to hang or swing from a bar or rope.</li> </ul> <p>( A) Use a challenge by choice mentality to take safe risks and support others</p> <ul style="list-style-type: none"> <li>● I can express the enjoyment and/or challenge of participating in climbing activities</li> <li>● I can demonstrate knowledge of rules, safety practices and procedures of specific climbing activities</li> <li>● I can accept trying new climbing activities</li> <li>● I can ask for help for myself or others when</li> </ul>	
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Learning Activities:  
 Students will work through various climbing activities such as:  
 Climbing wall  
 Climbing rope  
 Trestle  
 Cargo net  
 Obstacle course  
 Gymnastics

Course Name: 1st grade HPE	Unit Title: Movement/Rhythm	Est. # of Lessons: 4
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Unit Overview:  
 In this unit, students will build upon their ability to move their bodies in a variety of rhythmic ways. They will learn how disease prevention influences the physical activities they participate in.

<b>STAGE 1: DESIRED RESULTS</b>
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Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles,</p>	<ol style="list-style-type: none"> <li>1. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> <li>2. <b>Research and Understanding:</b> Read, evaluate, and use information from various sources to</li> </ol>

<p>strategies and tactics related to movement and performance.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>deepen understanding of impact and decision-making</p>
<p>Understandings</p>	<p>Essential Questions</p>
<p>Movement and rhythm provide students with a chance to be expressive through structured and unstructured activities.</p>	<ul style="list-style-type: none"> <li>● How can I move my body to the rhythm?</li> <li>● How can I set a healthy goal and achieve it?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>How to use music to create movement patterns within rhythmic activities.</p> <p>How to make healthy choices to improve fitness and engage in regular exercise</p>	<p>( C) Know vocabulary that corresponds to different routines and movements</p> <ol style="list-style-type: none"> <li>1. I can describe the benefits of movement/rhythm as a lifelong activity.</li> <li>2. I can describe the benefits of a healthy lifestyle</li> </ol> <p>( P) Copy teacher led movements and/or movements based off of technology presentations</p> <ol style="list-style-type: none"> <li>1. I can follow along to teacher lead or technology led movements.</li> <li>2. I can show the difference between personal and open space.</li> </ol>

	<p>3. I can move in personal space to rhythm.</p> <p>(A) Demonstrate a positive attitude during movement and rhythm activities</p> <ol style="list-style-type: none"> <li>1. I can express the enjoyment and/or challenge of participating in a favorite movement/rhythm activity.</li> <li>2. I can engage in movement/rhythm activities with responsible personal behavior.</li> <li>3. I can accept others into movement/rhythm activities with teacher prompting</li> <li>4. I can share general space with others</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Elementary PE assessments  Teacher observation LT: C1,2; P1-3; A1-4  Class discussions through debriefing</p>	<p>Elementary PE assessments</p>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Movement/Rhythm	Estimated # of Lessons: 4
<p>Relevant Learning Targets (from Stage 1) :</p> <p>(C) Know vocabulary that corresponds to different routines and movements</p> <ul style="list-style-type: none"> <li>● I can describe the benefits of movement/rhythm as a lifelong activity.</li> <li>● I can describe the benefits of a healthy lifestyle</li> </ul> <p>(P) Copy teacher led movements and/or movements based off of technology presentations</p> <ul style="list-style-type: none"> <li>● I can follow along to teacher lead or technology led movements.</li> <li>● I can show the difference between personal and open space.</li> <li>● I can move in personal space to rhythm.</li> </ul> <p>(A) Demonstrate a positive attitude during movement and rhythm activities</p> <ul style="list-style-type: none"> <li>● I can express the enjoyment and/or challenge of participating in a favorite movement/rhythm activity.</li> <li>● I can engage in movement/rhythm activities with responsible personal behavior.</li> <li>● I can accept others into movement/rhythm</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How can I move my body to match the rhythm presented?</p> <p>How can I set a healthy goal and achieve it?</p>

activities with teacher prompting <ul style="list-style-type: none"> <li>● I can share general space with others</li> </ul>	
<b>Learning Activities:</b> Students will express themselves through movement/rhythm activities such as: Bucket drumming Dance Gymnastics Hula hoop Jump rope Just Dance Circus Kids Heart Challenge	

Course Name: 1st grade HPE	Unit Title: Chasing/ Fleeing/ Dodging	Est. # of Lessons: 12
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**Unit Overview:**  
 In this unit, students will build upon their body and spatial awareness by participating in multiple small and large group games/activities.

<b>STAGE 1: DESIRED RESULTS</b>
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Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social</p>	<ol style="list-style-type: none"> <li>1. <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>2. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>

interaction.	
Understandings	Essential Questions
Chasing, fleeing, and dodging, gives students an opportunity to utilize body control, locomotor skills, and problem solving techniques	<ul style="list-style-type: none"> <li>● How can I strategize to achieve my goal?</li> <li>● How do I know where my body is in space? How do I control it?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
Body control and strategies such as speed and changing directions can help you be successful in chasing, fleeing, dodging activities.	<p>(C)</p> <ol style="list-style-type: none"> <li>1. I can recognize movement concepts within chasing and fleeing activities.</li> <li>2. I can recognize the effects of physical activity and exercise on the body such as increased heart rate, breathing etc...</li> </ol> <p>(P)</p> <ol style="list-style-type: none"> <li>1. I can apply movement concepts to game situations with teacher prompts.</li> <li>2. I can apply simple offensive and defensive strategies in different physical activities.</li> <li>3. I can travel showing different speeds and directions.</li> <li>4. I can demonstrate game play strategies during low organized activities</li> <li>5. I can move towards or away from a target object or person within an activity.</li> </ol> <p>(A)</p> <ol style="list-style-type: none"> <li>1. I can accept others in chasing and fleeing activities</li> <li>2. I can accept the outcomes of challenges in chasing and fleeing activities.</li> <li>3. I can accept teacher directed conflict resolution strategies for chasing, fleeing and dodging.</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation LT: C1,2; P1-5; A1-3 Class discussion through debriefing	Elementary PE assessments

STAGE 3: LEARNING PLAN

First Topic: Chasing, Fleeing, Dodging

Estimated # of Lessons: 12

Relevant Learning Targets (from Stage 1) :  
(C)

- I can begin to recognize movement concepts within chasing and fleeing activities.
- I can recognize the effects of physical activity and exercise on the body such as increased heart rate, breathing etc...

(P)

- I can apply movement concepts to game situations with teacher prompts.
- I can apply simple offensive and defensive strategies in different physical activities.
- I can travel showing different speeds and directions.
- I can demonstrate game play strategies during low organized activities
- I can move towards or away from a target object or person within an activity.

(A)

- I can accept others in chasing and fleeing activities
- I can accept the outcomes of challenges in chasing and fleeing activities.
- I can accept teacher directed conflict resolution strategies for chasing, fleeing and dodging.

Relevant Essential Questions (from Stage 1):

How can I strategize for more success?

How do I use your body control to be successful?

Learning Activities:

Students will be exposed to chasing, fleeing, and dodging activities through activities such as:

Hyperspace

Laydown tag

Popup tag

Hotdog tag

Bump tag

Pacman tag

Bodyguard

Gaga

Animal rescue

Capture the flag

Team tag

Flag tag  
Locomotor skills



Course Name: 2nd grade HPE      Unit Title: Cooperative Learning      Est. # of Lessons: 7	
Unit Overview: Cooperative learning gives students a chance to improve their skills in teamwork, communication, and sportsmanship. Students will be able to problem solve in partners or small groups with teacher help to accomplish common goals.	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<ol style="list-style-type: none"> <li><b>1. Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li><b>2. Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li><b>3. Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>
Understandings	Essential Questions
The way you work with your teammates impacts the quality of your connections and your success.	<ul style="list-style-type: none"> <li>• How do I work with my teammates to accomplish a task?</li> <li>• What have I learned from this activity and what would I change to improve for next time?</li> <li>• How do I communicate my feelings and thoughts with myself and others?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>• Communicate with partners and groups with teacher prompting in a positive way</li> <li>• Understand the value of teamwork</li> <li>• Use of zones of regulation</li> </ul>	<p>(C) Create strategies to complete tasks</p> <ol style="list-style-type: none"> <li>1. I can develop an understanding of cooperation and competition concepts.</li> <li>2. I can create cooperative strategies with teacher prompting in game situations.</li> <li>3. I can identify trusted adults that can help me</li> </ol>

	<p>( P) Manipulate body and objects to complete tasks</p> <ol style="list-style-type: none"> <li>1. I can combine some movement concepts with skills in cooperative learning activities with teacher prompting.</li> </ol> <p>( A) Create a safe environment to share ideas amongst the group</p> <ol style="list-style-type: none"> <li>1. I can engage in physical activity as an opportunity for social and group interaction.</li> <li>2. I can give feedback respectively to peers with teacher guidance</li> <li>3. I can use the zones of regulation to reflect on my own feelings</li> <li>4. I can accept and include others in a team activity</li> <li>5. I can acknowledge others’ feelings</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation: LT: C1,2,3; P1; A1-5 Class reflection through debriefing	Elementary PE assessments

**STAGE 3: LEARNING PLAN**

First Topic: Project Adventure	Estimated # of Lessons: 7
<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C) Create strategies to complete tasks</p> <ul style="list-style-type: none"> <li>● I can develop an understanding of cooperation and competition concepts.</li> <li>● I can create cooperative strategies with teacher prompting in game situations.</li> <li>● I can identify trusted adults that can help me</li> </ul> <p>( P) Manipulate body and objects to complete tasks</p> <ul style="list-style-type: none"> <li>● I can combine some movement concepts with skills in cooperative learning activities with teacher prompting.</li> </ul> <p>( A) Create a safe environment to share ideas amongst the group</p> <ul style="list-style-type: none"> <li>● I can engage in physical activity as an opportunity for social and group interaction.</li> <li>● I can give feedback respectively to peers with teacher guidance</li> <li>● I can use the zones of regulation to reflect on my own feelings</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How do I work with my teammates to accomplish a task?</li> <li>● What have I learned from this activity and what would you change to improve for next time?</li> <li>● How do I communicate my feelings and thoughts with myself and others?</li> </ul>

<ul style="list-style-type: none"> <li>• I can accept and include others in a team activity</li> <li>• I can acknowledge others' feelings</li> </ul>	
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**Learning Activities:**  
 Students will work through Project Adventure activities to complete their cooperative learning unit. Each activity includes instruction time, activity time, and debrief time. Activities include...

Popcorn  
 Hungry caterpillar  
 Parachute  
 Cooperative hoops  
 Hula huts  
 Lily pad  
 Poison river  
 Second step

Course Name: 2nd Grade HPE      Unit Title: locomotor/nonlocomotor      Est. # of Lessons: 9

Unit Overview: In this unit students will independently demonstrate their movement skills and patterns both on the move and stationary.

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<ol style="list-style-type: none"> <li>1. <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>2. <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>3. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>

<p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● There are a variety of locomotor/non-locomotor movement patterns used for traveling and body manipulation</li> <li>● A healthy and balanced diet leads to an improved quality of life.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I travel safely from one place to another?</li> <li>● How can I improve my overall health and nutrition?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Know a variety of locomotor and nonlocomotor skills</p> <p>Understand the value of regular exercise</p> <p>Understand the benefits of a healthy lifestyle</p>	<p>( C) know the different locomotor and nonlocomotor skills</p> <ol style="list-style-type: none"> <li>1. I can recognize physical activity helps me be healthy</li> <li>2. I can describe the different locomotor and nonlocomotor skills</li> <li>3. I can describe the difference between personal and open space</li> <li>4. I can provide examples of healthy foods</li> <li>5. I can identify relevant influences on healthy behaviors</li> </ol> <p>( P) perform various locomotor and nonlocomotor skills</p> <ol style="list-style-type: none"> <li>1. I can perform locomotor skills such as walking, running, hopping, skipping, leaping, sliding, and galloping using a developmentally appropriate form</li> <li>2. I can create a pattern or sequence of locomotor and nonlocomotor skills</li> <li>3. I can perform nonlocomotor skills such as bending, twisting, and balancing using a developmentally appropriate form.</li> <li>4. I can create and travel at different speeds, levels and pathways</li> </ol> <p>( A) create a safe environment to try new movements</p> <ol style="list-style-type: none"> <li>1. I can express my favorite locomotor/nonlocomotor activity.</li> <li>2. I can listen respectfully to corrective feedback</li> </ol>

	<p>from the teacher.</p> <ol style="list-style-type: none"> <li>3. I can share equipment and space with others</li> <li>4. I can accept and include others in a team activity</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Elementary PE assessments  Teacher observation- LT: C1-4; P2, 4; A1-5  Class reflection through debriefing</p>	<p>Elementary PE assessments</p>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Locomotor/Nonlocomotor	Estimated # of Lessons: 9
<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C ) know the different locomotor and nonlocomotor skills</p> <ul style="list-style-type: none"> <li>● I can recognize physical activity helps me be healthy</li> <li>● I can describe the different locomotor and nonlocomotor skills</li> <li>● I can describe the difference between personal and open space</li> <li>● I can provide examples of healthy foods</li> </ul> <p>( P ) perform various locomotor and nonlocomotor skills</p> <ul style="list-style-type: none"> <li>● I can perform locomotor skills such as walking, running, hopping, skipping, leaping, sliding, and galloping using a developmentally appropriate form</li> <li>● I can create a pattern or sequence of locomotor and nonlocomotor skills</li> <li>● I can perform nonlocomotor skills such as bending, twisting, and balancing using a developmentally appropriate form.</li> <li>● I can create and travel at different speeds, levels and pathways</li> </ul> <p>( A ) create a safe environment to try new movements</p> <ul style="list-style-type: none"> <li>● I can express my favorite locomotor/nonlocomotor activity.</li> <li>● I can listen respectfully to corrective feedback from the teacher.</li> <li>● I can share equipment and space with others</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How can I travel safely from one place to another?</li> <li>● How can I improve my overall health and nutrition?</li> </ul>

- I can accept and include others in a team activity
- I can identify relevant influences on healthy behaviors

**Learning Activities:**

Students will work through various locomotor and nonlocomotor movement activities including:

- Skipping
- Galloping
- Walking
- Jogging
- Bending
- Twisting
- Balancing
- Yoga
- Relays
- Sorting
- Obstacle courses
- Warm ups
- Fitness routine
- Tag
- [MyPlate](#)
- [KidsHealth](#)

Course Name: 2nd grade HPE

Unit Title: Manipulative

Est. # of Lessons: 20

**Unit Overview:**

In this unit, students will continue to build upon their manipulative skills by throwing, catching, kicking, rolling and dribbling objects using a combination of several different body parts.

**STAGE 1: DESIRED RESULTS**

**Established Goals**

**Transfer Goals**

**National Physical Education Standards**

**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.

1. **Critical Thinking:** Develop skills, knowledge, and concepts through practice and analysis of results
2. **Responsible Citizenship:** Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.

	<b>3. Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.
Understandings	Essential Questions
The way I use my body affects how the object will move	How do I get the manipulative where I want it to go?
Knowledge	Skills (Framed as Learning Targets)
Understand the importance of manipulative skills and how they can be used outside of PE class.	<p>( C) Know the different manipulative skills</p> <ol style="list-style-type: none"> <li>1. I can identify how my skill practice improves my performance</li> <li>2. I can understand the difference between varying manipulative skills</li> </ol> <p>( P) Perform manipulative skills</p> <ol style="list-style-type: none"> <li>1. I can throw underhand to a partner or target with reasonable accuracy.</li> <li>2. I can throw overhand demonstrating developmentally appropriate form.</li> <li>3. I can catch a tossed manipulative from a reasonable distance.</li> <li>4. I can dribble with hands or feet</li> <li>5. I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>6. I can strike an object with an implement with consecutive hits</li> <li>7. I can pass and receive with a partner</li> </ol> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ol style="list-style-type: none"> <li>1. I can work independently with teacher guidance</li> <li>2. I can accept corrective teacher feedback</li> <li>3. I can work cooperatively with others</li> <li>4. I can accept conflict resolution strategies from teacher</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation: LT: C1, 2; P1-7; A1-4 Class reflection through debriefing	Elementary PE assessments

STAGE 3: LEARNING PLAN

First Topic: Throwing and Catching

Estimated # of Lessons: 7

Relevant Learning Targets (from Stage 1) :

( C ) Know the different manipulative skills

- I can identify how my skill practice improves my performance
- I can understand the difference between varying manipulative skills

( P ) Perform manipulative skills

- I can throw underhand to a partner or target with reasonable accuracy.
- I can throw overhand demonstrating developmentally appropriate form.
- I can catch a tossed manipulative from a reasonable distance.
- I can pass and receive with a partner

( A ) Complete class tasks and activities while showing personal responsibility

- I can work independently with teacher guidance
- I can accept corrective teacher feedback
- I can work cooperatively with others
- I can accept conflict resolution strategies from teacher

Relevant Essential Questions (from Stage 1):

How do I get the manipulative where I want it to go?

Learning Activities:

Students will work through various throwing and catching activities such as:

- Yard games
- Battleship
- Bowling bingo
- Pin knockdown
- Self toss and catch
- Target toss
- Bubble pop
- Flip the hoop
- Toy box

Second Topic: Dribbling/Shooting

Estimated # of Lessons: 4

Learning Targets:

( C ) Know the different manipulative skills

- I can identify how my skill practice improves my performance
- I can understand the difference between varying manipulative skills

Essential Questions:

How do I get the manipulative where I want it to go?

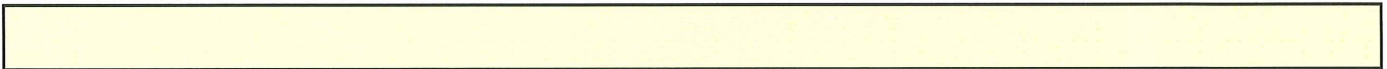


<p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can dribble with hands or feet</li> <li>● I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>● I can strike an object with an implement with consecutive hits</li> </ul> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently with teacher guidance</li> <li>● I can accept corrective teacher feedback</li> <li>● I can work cooperatively with others</li> <li>● I can accept conflict resolution strategies from teacher</li> </ul>	
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Learning Activities:  
 Students will work through various dribbling/shooting activities such as:  
 Dribble knockout  
 Make it take it  
 Scrabble  
 Dribble in self space  
 Musical dribbling

Third Topic: Kicking	Estimated # of Lessons: 4
<p>Learning Targets:</p> <p>( C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can identify how my skill practice improves my performance</li> <li>● I can understand the difference between varying manipulative skills</li> </ul> <p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>● I can pass and receive with a partner</li> </ul> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently with teacher guidance</li> <li>● I can accept corrective teacher feedback</li> <li>● I can work cooperatively with others</li> <li>● I can accept conflict resolution strategies from teacher</li> </ul>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>

Learning Activities:  
 Students will work through various kicking activities such as:  
 Stations  
 Messy room  
 Red yellow green light dribbling  
 Dribbling with feet or hands in open space



Fourth Topic: Striking

Estimated # of Lessons: 5

- Learning Targets:
- ( C ) Know the different manipulative skills
- I can identify how my skill practice improves my performance
  - I can understand the difference between varying manipulative skills
- ( P ) Perform manipulative skills
- I can strike an object with an implement with consecutive hits
  - I can pass and receive with a partner
- ( A ) Complete class tasks and activities while showing personal responsibility
- I can work independently with teacher guidance
  - I can accept corrective teacher feedback
  - I can work cooperatively with others
  - I can accept conflict resolution strategies from teacher

Essential Questions:  
  
 How do I get the manipulative where I want it to go?

Learning Activities:  
 Students will work through various striking activities such as:  
 Floor hockey  
 Mini golf  
 Paddle  
 Gaga  
 Noodle bonkers  
 paddles

Course Name: 2nd Grade HPE                      Unit Title: Climbing                      Est. # of Lessons: 6

Unit Overview: In this unit, students will become more skilled at climbing as they create plans to complete pathways.

STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<ol style="list-style-type: none"> <li><b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li><b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> <li><b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> </ol>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Climbing is a unique way to use your body to get from one place to another</li> <li>Climbing provides students with ample opportunities to take safe risks and use decision making skills to enhance health.</li> </ul>	<ul style="list-style-type: none"> <li>How do I move my body to get from one place to another?</li> <li>How can making safe choices help me prevent injury?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<p>Understand the safety aspect of climbing</p> <p>Understand the importance of body weight control</p> <p>Understand the risks associated with climbing, swinging, and traversing.</p>	<p>( C )</p> <ol style="list-style-type: none"> <li>I can use problem solving skills to create pathways</li> <li>I can list some personal challenges that climbing presents</li> <li>I can understand my personal limits</li> </ol> <p>( P ) Use personal strength and endurance to complete climbing challenges</p> <ol style="list-style-type: none"> <li>I can demonstrate how to transfer one's body weight</li> <li>I can explore ways to be physical active while climbing based on my own personal</li> </ol>

	<p>preferences</p> <ol style="list-style-type: none"> <li>3. I can balance on different bases of support and climbing apparatuses</li> <li>4. I can demonstrate the ability to hang or swing from a bar or rope</li> </ol> <p>( A) Use a challenge by choice mentality to take safe risks and support others</p> <ol style="list-style-type: none"> <li>1. I can express the enjoyment and/or challenge of participating in climbing activities</li> <li>2. I can demonstrate knowledge of rules, safety practices and procedures of specific climbing activities</li> <li>3. I can accept trying new climbing activities</li> <li>4. I can accept others’ personal limits</li> <li>5. I can ask for help for myself or others when needed</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation FT: C1, 3; P1; A1- 4 Class reflection through debriefing	Elementary PE assessments

**STAGE 3: LEARNING PLAN**

First Topic: Climbing	Estimated # of Lessons: 6
<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C)</p> <ul style="list-style-type: none"> <li>● I can use problem solving skills to create pathways</li> <li>● I can understand the strength and balance techniques required for safe climbing.</li> <li>● I can understand all safety precautions as it relates to climbing</li> <li>● I can list some personal challenges that climbing presents</li> <li>● I can understand my personal limits</li> </ul> <p>( P) Use personal strength and endurance to complete climbing challenges</p> <ul style="list-style-type: none"> <li>● I can demonstrate how to transfer one’s body weight</li> <li>● I can explore ways to be physical active while climbing based on my own personal</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How do I move my body to get from one place to another?</p>

<ul style="list-style-type: none"> <li>preferences</li> <li>● I can balance on different bases of support and climbing apparatuses</li> <li>● I can demonstrate the ability to hang or swing from a bar or rope</li> </ul> <p>( A) Use a challenge by choice mentality to take safe risks and support others</p> <ul style="list-style-type: none"> <li>● I can express the enjoyment and/or challenge of participating in climbing activities</li> <li>● I can demonstrate knowledge of rules, safety practices and procedures of specific climbing activities</li> <li>● I can accept trying new climbing activities</li> <li>● I can accept others' personal limits</li> <li>● I can ask for help for myself or others when needed</li> </ul>	
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Learning Activities:  
 Students will work through various climbing activities such as:  
 Climbing wall  
 Climbing rope  
 Trestle  
 Cargo net  
 Obstacle course  
 Gymnastics

Course Name: 2nd grade HPE	Unit Title: Movement/Rhythm	Est. # of Lessons: 4
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Unit Overview:  
 In this unit, students will become more fluent in different ways to move their bodies. They will learn how disease prevention influences the physical activities they participate in.

<b>STAGE 1: DESIRED RESULTS</b>
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Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<ol style="list-style-type: none"> <li>1. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> <li>2. <b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making</li> </ol>

<p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<p>Movement and rhythm provide students with a chance to be expressive through structured and unstructured activities.</p>	<ul style="list-style-type: none"> <li>● How can I move my body to the rhythm?</li> <li>● How can I set a healthy goal and achieve it?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>How to incorporate different movement patterns into rhythmic activities</p> <p>How to make healthy choices to improve fitness and engage in regular exercise.</p>	<p>( C ) know vocabulary that corresponds to different routines and movements</p> <ol style="list-style-type: none"> <li>1. I can describe the benefits of movement/rhythm as a lifelong activity</li> <li>2. I can describe the benefits of a healthy lifestyle</li> </ol> <p>( P ) Copy teacher led movements and/or movements based off of technology presentations</p> <ol style="list-style-type: none"> <li>1. I can follow along to teacher led and/or technology led movements</li> <li>2. I can show the difference between personal and open space</li> <li>3. I can move in personal space to rhythm</li> </ol> <p>( A ) Demonstrate a positive attitude during movement and rhythm activities</p>

	<ol style="list-style-type: none"> <li>1. I can express the enjoyment and/or challenge of participating in a favorite movement/rhythm activity.</li> <li>2. I can engage in movement/rhythm activities with responsible personal behavior</li> <li>3. I can accept others into movement/rhythm activities with teacher prompting</li> <li>4. I can share general space with others</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation LT: C1, 2; P1-3; A1-4 Class discussions through debriefing	Elementary PE assessments
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Movement/Rhythm	Estimated # of Lessons: 4
Relevant Learning Targets (from Stage 1) : ( C) know vocabulary that corresponds to different routines and movements <ul style="list-style-type: none"> <li>● I can describe the benefits of movement/rhythm as a lifelong activity</li> <li>● I can describe the benefits of a healthy lifestyle</li> <li>●</li> </ul> ( P) Copy teacher led movements and/or movements based off of technology presentations <ul style="list-style-type: none"> <li>● I can follow along to teacher led and/or technology led movements</li> <li>● I can show the difference between personal and open space</li> <li>● I can move in personal space to rhythm</li> </ul> ( A) Demonstrate a positive attitude during movement and rhythm activities <ul style="list-style-type: none"> <li>● I can express the enjoyment and/or challenge of participating in a favorite movement/rhythm activity.</li> <li>● I can engage in movement/rhythm activities with responsible personal behavior</li> <li>● I can accept others into movement/rhythm activities with teacher prompting</li> <li>● I can share general space with others</li> </ul>	Relevant Essential Questions (from Stage 1):  How can I move my body to match the rhythm presented?  How can I set a healthy goal and achieve it?
Learning Activities: Students will express themselves through movement/rhythm activities such as:	

Bucket drumming  
 Dance  
 Gymnastics  
 Hula hoop  
 Jump rope  
 Just Dance  
 Circus  
 Kids Heart Challenge

Course Name: 2nd grade HPE      Unit Title: Chasing/ Fleeing/ Dodging      Est. # of Lessons: 12

Unit Overview:  
 In this unit, students will experience and improve upon their skills in body and spatial awareness principles in order to be successful in a variety of small and large group games/activities.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<ol style="list-style-type: none"> <li><b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li><b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>
Understandings	Essential Questions
<p>Chasing, fleeing, and dodging, gives students an opportunity to utilize body control, locomotor</p>	<ul style="list-style-type: none"> <li>How can I strategize to achieve my goal?</li> <li>How do I use my body control to be</li> </ul>



skills, and problem solving techniques	<p>successful?</p> <ul style="list-style-type: none"> <li>How do I know where my body is in general space? How do I control it?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
Body control and strategies such as speed and changing directions can help you be successful in chasing, fleeing, dodging activities.	<p>(C)</p> <ol style="list-style-type: none"> <li>I can recognize movement concepts within chasing and fleeing activities.</li> <li>I can recognize the effects of physical activity and exercise on the body such as increased heart rate, breathing, etc.</li> </ol> <p>(P)</p> <ol style="list-style-type: none"> <li>I can apply movement concepts to game situations with teacher prompts.</li> <li>I can apply simple offensive and defensive strategies in different physical activities.</li> <li>I can travel showing different speeds and directions.</li> <li>I can demonstrate game play strategies during low organized activities</li> <li>I can move toward or away from a target, object, or person within an activity.</li> </ol> <p>(A)</p> <ol style="list-style-type: none"> <li>I can accept others in chasing and fleeing activities</li> <li>I can accept the outcomes of challenges in chasing and fleeing activities.</li> <li>I can accept teacher directed conflict resolution strategies for chasing, fleeing and dodging.</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation LT: C1, 2; P1-5; A1, 2, 3 Class discussion through debriefing	Elementary PE assessments
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Chasing, Fleeing, Dodging	Estimated # of Lessons: 12
Relevant Learning Targets (from Stage 1) : (C)	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How can I strategize for more success?</li> </ul>

<ul style="list-style-type: none"> <li>● I can begin to recognize movement concepts within chasing and fleeing activities.</li> <li>● I can recognize the effects of physical activity and exercise on the body such as increased heart rate, breathing, etc.</li> </ul> <p>(P)</p> <ul style="list-style-type: none"> <li>● I can apply movement concepts to game situations with teacher prompts.</li> <li>● I can apply simple offensive and defensive strategies in different physical activities.</li> <li>● I can travel showing different speeds and directions.</li> <li>● I can demonstrate game play strategies during low organized activities</li> <li>● I can move toward or away from a target, object, or person within an activity.</li> </ul> <p>(A)</p> <ul style="list-style-type: none"> <li>● I can accept others in chasing and fleeing activities</li> <li>● I can accept the outcomes of challenges in chasing and fleeing activities.</li> <li>● I can accept teacher directed conflict resolution strategies for chasing, fleeing and dodging.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I use my body control to be successful?</li> </ul>
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Learning Activities:  
Students will be exposed to chasing, fleeing, and dodging activities through activities such as:  
Hyperspace  
Laydown tag  
Popup tag  
Hotdog tag  
Bump tag  
Pacman tag  
Bodyguard  
Gaga  
Animal rescue  
Capture the flag  
Team tag  
Flag tag  
Locomotor skills

Course Name: 3rd grade HPE      Unit Title: Cooperative Learning      Est. # of Lessons: 7	
Unit Overview: Cooperative learning gives students a chance to enhance their skills in teamwork, communication, and sportsmanship. Students will be able to problem solve in partners or small groups to accomplish common goals.	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<ol style="list-style-type: none"> <li><b>1. Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li><b>2. Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li><b>3. Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>
Understandings	Essential Questions
The way you work with your teammates impacts the quality of your connections and your success.	<ul style="list-style-type: none"> <li>• How do I work with my teammates to accomplish a task?</li> <li>• What have I learned from this activity and what would I change to improve for next time?</li> <li>• How do I communicate my feelings and thoughts with myself and others?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>• Communicate with partners and groups in positive ways</li> <li>• Understand the value of teamwork</li> </ul>	<p>(C) Create strategies to complete tasks</p> <ol style="list-style-type: none"> <li>1. I can describe some movement concepts used in cooperative learning activities with teacher prompting.</li> <li>2. I can create cooperative strategies with teacher prompting in game situations.</li> </ol>

<ul style="list-style-type: none"> <li>● Use of zones of regulation</li> </ul>	<p>( P) Manipulate body and objects to complete tasks</p> <ol style="list-style-type: none"> <li>1. I can combine some movement concepts with skills in cooperative learning activities with teacher prompting.</li> </ol> <p>( A) Create a safe environment to share ideas amongst the group</p> <ol style="list-style-type: none"> <li>1. I can engage in physical activity as an opportunity for social and group interaction.</li> <li>2. I can give feedback respectively to peers</li> <li>3. I can use the zones of regulation to reflect on my own feelings</li> <li>4. I can accept and include others in a team activity</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation: LT: C1,2; P1; A1, 2, 3 Class reflection through debriefing	Elementary PE assessments

**STAGE 3: LEARNING PLAN**

First Topic: Project Adventure	Estimated # of Lessons: 7
<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C) Create strategies to complete tasks</p> <ul style="list-style-type: none"> <li>● I can describe some movement concepts used in cooperative learning activities with teacher prompting.</li> <li>● I can create cooperative strategies with teacher prompting in game situations.</li> </ul> <p>( P) Manipulate body and objects to complete tasks</p> <ul style="list-style-type: none"> <li>● I can combine some movement concepts with skills in cooperative learning activities with teacher prompting.</li> </ul> <p>( A) Create a safe environment to share ideas amongst the group</p> <ul style="list-style-type: none"> <li>● I can engage in physical activity as an opportunity for social and group interaction.</li> <li>● I can give feedback respectively to peers</li> <li>● I can use the zones of regulation to reflect on my own feelings.</li> <li>● I can accept and include others in a team activity</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How do I work with my teammates to accomplish a task?</li> <li>● What have I learned from this activity and what would I change to improve for next time?</li> <li>● How do I communicate my feelings and thoughts with myself and others?</li> </ul>

Learning Activities:

Students will work through Project Adventure activities to complete their cooperative learning unit. Each activity includes instruction time, activity time, and debrief time. Activities include...

- Pipeline
- Poison river
- Toxic transfer
- Popcorn
- Zones of regulation
- Keypunch pathways
- Keypunch
- Tarp turnover
- Minefield
- Parachute
- Hula huts
- Second step

Course Name: 3rd Grade HPE	Unit Title: Fitness	Est. # of Lessons: 9
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Unit Overview: The fitness unit gives students an introduction to fitness testing in order to help determine their overall fitness levels.

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<ol style="list-style-type: none"> <li>1. <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>2. <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>3. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>

<p><b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Regular and frequent exercise leads to positive health outcomes.</li> <li>● A healthy and balanced diet leads to an improved quality of life.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I improve my fitness levels?</li> <li>● What do my fitness scores tell me about my overall health?</li> <li>● How can I improve my overall health and nutrition?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Know what the 4 fitness tests are</p> <p>Understand the value of regular exercise</p> <p>Understand the benefits of a healthy lifestyle</p>	<p>(C)</p> <ol style="list-style-type: none"> <li>1. I can recognize physical activity benefits as a way to become healthier.</li> <li>2. I can provide examples of physical activity to enhance fitness.</li> <li>3. I can provide examples of healthy foods</li> </ol> <p>(P)</p> <ol style="list-style-type: none"> <li>1. I can improve my cardiovascular fitness</li> <li>2. I can improve my muscular strength</li> <li>3. I can improve my muscular endurance</li> <li>4. I can improve my flexibility.</li> </ol> <p>(A)</p> <ol style="list-style-type: none"> <li>1. I can express my favorite fitness activity.</li> <li>2. I can listen respectfully to corrective feedback from the teacher.</li> </ol>
<p><b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b></p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<p>Elementary PE assessments Teacher observation- LT: C3; A2 Class reflection through debriefing</p>	<p>Elementary PE assessments</p>
<p><b>STAGE 3: LEARNING PLAN</b></p>	

First Topic: Fitness	Estimated # of Lessons: 9
<p>Relevant Learning Targets (from Stage 1) :</p> <p>(C)</p> <ul style="list-style-type: none"> <li>● I can recognize physical activity benefits as a way to become healthier.</li> <li>● I can provide examples of physical activity to enhance fitness.</li> <li>● I can provide examples of healthy foods</li> </ul> <p>(P)</p> <ul style="list-style-type: none"> <li>● I can improve my cardiovascular fitness.</li> <li>● I can improve my muscular strength.</li> <li>● I can improve my muscular endurance.</li> <li>● I can improve my flexibility.</li> </ul> <p>(A)</p> <ul style="list-style-type: none"> <li>● I can express my favorite fitness activity.</li> <li>● I can listen respectfully to corrective feedback from the teacher.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How can I improve my fitness levels?</li> <li>● What do my fitness scores tell me about my overall health?</li> <li>● How can I improve my overall health and nutrition?</li> </ul>

Learning Activities:  
Students will work through various fitness activities including:

- Fitness routine
- 90° pushup
- Pacer
- Mile run
- Curl Up
- Sit & Reach
- Circuit training
- Jump rope
- Scooters
- Yoga/Flexibility
- MyPlate
- KidsHealth

Course Name: 3rd grade HPE	Unit Title: Manipulative	Est. # of Lessons: 20
<p>Unit Overview: In this unit, students will be able to manipulate objects using a combination of several different body parts.</p>		
STAGE 1: DESIRED RESULTS		
Established Goals	Transfer Goals	

<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<ol style="list-style-type: none"> <li><b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li><b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li><b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>
<p>Understandings</p>	<p>Essential Questions</p>
<p>The way I use my body affects how the object will move</p>	<p>How do I get the manipulative where I want it to go?</p>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Understand the importance of manipulative skills and how they can be used outside of PE class.</p>	<p>( C ) Know the different manipulative skills</p> <ol style="list-style-type: none"> <li>I can apply multistep directions to produce more complex skills</li> <li>I can identify how my skill practice improves my performance</li> </ol> <p>( P ) Perform manipulative skills</p> <ol style="list-style-type: none"> <li>I can throw underhand to a partner or target with reasonable accuracy.</li> <li>I can throw overhand demonstrating developmentally appropriate form.</li> <li>I can catch a tossed manipulative from a reasonable distance.</li> <li>I can dribble with hands or feet</li> <li>I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>I can strike an object with an implement</li> <li>I can combine movement concepts with skills to participate in activities</li> <li>I can pass and receive with a partner</li> </ol> <p>( A ) Complete class tasks and activities while showing personal responsibility</p> <ol style="list-style-type: none"> <li>I can work independently for extended periods of time</li> <li>I can accept corrective teacher feedback</li> <li>I can work cooperatively with others</li> <li>I can accept conflict resolution strategies</li> </ol>



STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation: LT: C1; P1-7; A1-4 Class reflection through debriefing	Elementary PE assessments
STAGE 3: LEARNING PLAN	
First Topic: Throwing and Catching	Estimated # of Lessons: 7
<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can apply multistep directions to produce more complex skills</li> <li>● I can identify how my skill practice improves my performance</li> </ul> <p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can throw underhand to a partner or target with reasonable accuracy.</li> <li>● I can throw overhand demonstrating developmentally appropriate form.</li> <li>● I can catch a tossed manipulative from a reasonable distance.</li> <li>● I can pass and receive with a partner.</li> </ul> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently for extended periods of time.</li> <li>● I can accept corrective teacher feedback</li> <li>● I can work cooperatively with others</li> <li>● I can accept conflict resolution strategies</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How do I get the manipulative where I want it to go?</p>
<p>Learning Activities:</p> <p>Students will work through various throwing and catching activities such as:</p> <p>Poof junction</p> <p>Yard games</p> <p>2 minute drill football</p> <p>Battleship</p> <p>Bowling bingo</p> <p>The great escape</p> <p>Bench ball</p> <p>Pin knockdown</p>	
Second Topic: Dribbling/Shooting	Estimated # of Lessons: 4

<p>Learning Targets:</p> <p>( C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can apply multistep directions to produce more complex skills</li> <li>● I can identify how my skill practice improves my performance</li> </ul> <p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can dribble with hands or feet and travel</li> <li>● I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>● I can pass and receive with a partner.</li> </ul> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently for extended periods of time.</li> <li>● I can accept corrective teacher feedback</li> <li>● I can work cooperatively with others</li> <li>● I can accept conflict resolution strategies</li> </ul>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>
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Learning Activities:  
 Students will work through various dribbling/shooting activities such as:  
 Dribble knockout  
 Make it take it  
 Scrabble  
 Knockout

<p>Third Topic: Kicking</p>	<p>Estimated # of Lessons: 4</p>
<p>Learning Targets:</p> <p>( C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can apply multistep directions to produce more complex skills</li> <li>● I can identify how my skill practice improves my performance</li> </ul> <p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can dribble with hands or feet and travel</li> <li>● I can perform kicking along the ground using appropriate form with reasonable accuracy..</li> <li>● I can combine movement concepts with skills to participate in activities</li> <li>● I can pass and receive with a partner.</li> </ul>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>

<p>(A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>• I can work independently for extended periods of time.</li> <li>• I can accept corrective teacher feedback</li> <li>• I can work cooperatively with others</li> <li>• I can accept conflict resolution strategies</li> </ul>	
<p>Learning Activities: Students will work through various kicking activities such as: Hula hut soccer Pegal Stations Messy room</p>	

Fourth Topic: Striking	Estimated # of Lessons: 5
<p>Learning Targets:</p> <p>(C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>• I can apply multistep directions to produce more complex skills</li> <li>• I can identify how my skill practice improves my performance</li> </ul> <p>(P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>• I can strike an object with an implement.</li> </ul> <p>(A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>• I can work independently for extended periods of time.</li> <li>• I can accept corrective teacher feedback</li> <li>• I can work cooperatively with others</li> <li>• I can accept conflict resolution strategies</li> </ul>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>
<p>Learning Activities: Students will work through various striking activities such as: Floor hockey Mini golf Paddle Gaga Noodle bonkers</p>	

Course Name: 3rd Grade HPE	Unit Title: Climbing	Est. # of Lessons: 6
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Unit Overview: In this unit, students will explore different ways to climb and will be provided opportunities to create plans to complete pathways.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<ol style="list-style-type: none"> <li>1. <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>2. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> <li>3. <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> </ol>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Climbing is a unique way to use your body to get from one place to another</li> <li>● Climbing provides students with ample opportunities to take safe risks and use decision making skills to enhance health.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I move my body to get from one place to another?</li> <li>● How can making safe choices help me prevent injury?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<p>Understand the safety aspect of climbing</p> <p>Understand the importance of body weight control</p> <p>Understand the risks associated with climbing, swinging, and traversing.</p>	<p>(C)</p> <ol style="list-style-type: none"> <li>1. I can use problem solving skills to create pathways</li> <li>2. I can understand the strength and balance techniques required for safe climbing.</li> <li>3. I can understand all safety precautions as it relates to climbing</li> <li>4. I can list some personal challenges that climbing presents</li> </ol>

	<p>( P) Use personal strength and endurance to complete climbing challenges</p> <ol style="list-style-type: none"> <li>1. I can demonstrate how to transfer one’s body weight</li> </ol> <p>( A) Use a challenge by choice mentality to take safe risks and support others</p> <ol style="list-style-type: none"> <li>1. I can express the enjoyment and/or challenge of participating in climbing activities</li> <li>2. I can demonstrate knowledge of rules, safety practices and procedures of specific climbing activities</li> <li>3. I can accept trying new climbing activities</li> <li>4. I can ask for help for myself or others when needed</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
<p>Elementary PE assessments  Teacher observation FT: C1, 3; P1; A1- 4  Class reflection through debriefing</p>	<p>Elementary PE assessments</p>

**STAGE 3: LEARNING PLAN**

First Topic: Safety and Problem Solving	Estimated # of Lessons: 6
<p>Relevant Learning Targets (from Stage 1) :  (C)</p> <ul style="list-style-type: none"> <li>● I can use problem solving skills to create pathways.</li> <li>● I understand the strength and balance techniques required for safe climbing.</li> <li>● I understand all safety precautions as it relates to climbing.</li> <li>● I can list some personal challenges that climbing presents.</li> </ul> <p>( P) Use personal strength and endurance to complete climbing challenges</p> <ul style="list-style-type: none"> <li>● I can demonstrate how to transfer one’s body weight.</li> </ul> <p>( A) Use a challenge by choice mentality to take safe risks and support others.</p> <ul style="list-style-type: none"> <li>● I can express the enjoyment and/or challenge of participating in climbing</li> </ul>	<p>Relevant Essential Questions (from Stage 1):  How do I move my body to get from one place to another?</p>

<ul style="list-style-type: none"> <li>activities.</li> <li>● I can demonstrate knowledge of rules, safety practices and procedures of specific climbing activities.</li> <li>● I can accept trying new climbing activities</li> <li>● I can ask for help for myself or others when needed.</li> </ul>	
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Learning Activities:  
 Students will work through various climbing activities such as:  
 Climbing wall  
 Climbing rope  
 Trestle  
 Cargo net  
 Obstacle course  
 Gymnastics

Course Name: 3rd grade HPE	Unit Title: Movement/Rhythm	Est. # of Lessons: 4
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Unit Overview:  
 In this unit, students will discover ways to move their bodies in a rhythmic way

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease</p>	<ol style="list-style-type: none"> <li><b>1. Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> <li><b>2. Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making</li> </ol>

<p>prevention.</p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Movement and rhythm provide students with a chance to be expressive through structured and unstructured activities.</li> <li>● Healthy choices around alcohol, tobacco, and other drugs as it pertains to overall health</li> </ul>	<ul style="list-style-type: none"> <li>● How can I move my body to the rhythm?</li> <li>● How can I set a healthy goal and achieve it?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>How to use music to create movement patterns</p> <p>How to make healthy choices around alcohol, tobacco, and other drugs to improve overall health</p>	<p>( C) know vocabulary that corresponds to different routines and movements</p> <ol style="list-style-type: none"> <li>1. I can describe the benefits of movement/rhythm as a lifelong activity</li> <li>2. I can describe the benefits of a healthy lifestyle</li> </ol> <p>( P) Copy teacher led movements and/or movements based off of technology presentations</p> <ol style="list-style-type: none"> <li>1. I can combine movement concepts to follow along to given instructions</li> </ol> <p>( A) Demonstrate a positive attitude during movement and rhythm activities</p> <ol style="list-style-type: none"> <li>1. I can express the enjoyment and/or challenge of participating in a favorite movement/rhythm activity.</li> <li>2. I can engage in movement/rhythm activities with responsible personal behavior</li> <li>3. I can accept others into movement/rhythm activities with teacher prompting</li> </ol>
<p><b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b></p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>

Elementary PE assessments Teacher observation LT: C1; P1; A1-3 Class discussions through debriefing	Elementary PE assessments
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**STAGE 3: LEARNING PLAN**

First Topic: Movement/Rhythm	Estimated # of Lessons: 4
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<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C ) know vocabulary that corresponds to different routines and movements</p> <ul style="list-style-type: none"> <li>● I can recognize movement/rhythm as a benefit of self awareness</li> <li>● I can describe the benefits of a healthy lifestyle</li> </ul> <p>( P ) Copy teacher led movements and/or movements based off of technology presentations.</p> <ul style="list-style-type: none"> <li>● I can combine movement concepts to follow along to given instruction.</li> </ul> <p>( A ) Demonstrate a positive attitude during movement and rhythm activities</p> <ul style="list-style-type: none"> <li>● I can express the enjoyment and/or challenge of participating in a favorite movement/rhythm activity.</li> <li>● I can engages in movement/rhythm activities with responsible personal behavior</li> <li>● I can accept others into movement/rhythm activities with teacher prompting</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How can I move my body to match the rhythm presented?</li> <li>● How can I set a healthy goal and achieve it?</li> </ul>
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Learning Activities:  
Students will express themselves through movement/rhythm activities such as:  
Bucket drumming  
Dance  
Gymnastics  
Hula hoop  
Jump rope  
Just Dance  
Circus  
Kids Heart Challenge

Course Name: 3rd grade HPE	Unit Title: Chasing/ Fleeing/ Dodging	Est. # of Lessons: 12
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Unit Overview:  
In this unit, students will utilize body and spatial awareness principles to play a variety of small and large group games/activities.

**STAGE 1: DESIRED RESULTS**



Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<ol style="list-style-type: none"> <li><b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li><b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>
Understandings	Essential Questions
<p>Chasing, fleeing, and dodging, gives students an opportunity to utilize body control, locomotor skills, and problem solving techniques</p>	<ul style="list-style-type: none"> <li>How can I strategize for more success?</li> <li>How do I use my body control to be successful?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<p>Body control and strategies such as speed and changing directions can help you be successful in chasing, fleeing, dodging activities.</p>	<p>(C)</p> <ol style="list-style-type: none"> <li>I can recognize movement concepts within chasing and fleeing activities.</li> </ol> <p>(P)</p> <ol style="list-style-type: none"> <li>I can apply movement concepts to game situations with teacher prompts.</li> <li>I can apply simple offensive and defensive strategies in different physical activities.</li> <li>I can travel showing differentiation between jogging and sprinting.</li> </ol>

	<p>(A)</p> <ol style="list-style-type: none"> <li>1. I can accept others in chasing and fleeing activities</li> <li>2. I can reflect on personal behavior and challenges in chasing and fleeing activities.</li> <li>3. I can accept teacher directed conflict resolution strategies for chasing, fleeing and dodging.</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Elementary PE assessments  Teacher observation LT: C1; P1, 2, 3; A1, 2, 3  Class discussion through debriefing</p>	<p>Elementary PE assessments</p>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Chasing, Fleeing, Dodging	Estimated # of Lessons: 12
<p>Relevant Learning Targets (from Stage 1) :</p> <p>(C)</p> <ul style="list-style-type: none"> <li>● I can recognize movement concepts within chasing and fleeing activities.</li> </ul> <p>(P)</p> <ul style="list-style-type: none"> <li>● I can apply movement concepts to game situations with teacher prompts.</li> <li>● I can apply simple offensive and defensive strategies in different physical activities.</li> <li>● I can travel showing differentiation between jogging and sprinting.</li> </ul> <p>(A)</p> <ul style="list-style-type: none"> <li>● I can accept others in chasing and fleeing activities</li> <li>● I can reflect on personal behavior and challenges in chasing and fleeing activities.</li> <li>● I can accept teacher directed conflict resolution strategies for chasing, fleeing and dodging.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How can I strategize for more success?</p> <p>How do I use my body control to be successful?</p>
<p>Learning Activities:  Students will be exposed to chasing, fleeing, and dodging activities through activities such as:  Hyperspace  Laydown tag  Popup tag  Hotdog tag</p>	

Bump tag  
Pacman tag  
Bodyguard  
Gaga  
Animal rescue  
Capture the flag  
Team tag  
Flag tag  
Locomotor skills

Course Name: 4th grade HPE		Unit Title: Cooperative Learning		Est. # of Lessons: 7	
Unit Overview: Cooperative learning gives students a chance to enhance their skills in teamwork, communication, and sportsmanship. Students will be able to problem solve in partners or small groups to set and accomplish common goals.					
STAGE 1: DESIRED RESULTS					
Established Goals			Transfer Goals		
<p><b>National Physical Education Standards</b></p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>			<ol style="list-style-type: none"> <li>1. <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li>2. <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>3. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>		
Understandings			Essential Questions		
The way you work with your teammates impacts the quality of your connections and your success.			<ul style="list-style-type: none"> <li>● How do I work with my teammates to accomplish a task?</li> <li>● What have I learned from this activity and what would I change to improve for next time?</li> <li>● How do I communicate my feelings and thoughts with myself and others?</li> </ul>		
Knowledge			Skills (Framed as Learning Targets)		
<ul style="list-style-type: none"> <li>● Communicate with partners and groups in a positive way</li> <li>● Understand the value of teamwork</li> </ul>			<p>(C) Create strategies to complete tasks</p> <ol style="list-style-type: none"> <li>1. I can describe the movement concepts used in cooperative learning activities with teacher prompting.</li> <li>2. I can create cooperative strategies with teacher prompting in game situations.</li> </ol>		

<ul style="list-style-type: none"> <li>• Use of zones of regulation</li> </ul>	<ol style="list-style-type: none"> <li>3. I can describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.</li> <li>4. I can know what to do if one's self or someone else is being bullied</li> <li>5. I can identify positive and negative ways of dealing with stress and anxiety</li> <li>6. I can identify relevant influences on mental and emotional health</li> </ol> <p>( P) Manipulate body and objects to complete tasks</p> <ol style="list-style-type: none"> <li>1. I can combine movement concepts with skills in cooperative learning activities with teacher prompting.</li> </ol> <p>( A) Create a safe environment to share ideas amongst the group</p> <ol style="list-style-type: none"> <li>1. I can engage in physical activity as an opportunity for social and group interaction.</li> <li>2. I can give feedback respectfully to peers</li> <li>3. I can use the zones of regulation to reflect on and enhance my own feelings</li> <li>4. I can accept and include others in a team activity</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation: LT: C1-3; P1; A1, 2, 3 Class reflection through debriefing	Elementary PE assessments

**STAGE 3: LEARNING PLAN**

First Topic: Project Adventure	Estimated # of Lessons: 7
<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C) Create strategies to complete tasks</p> <ul style="list-style-type: none"> <li>• I can describe the movement concepts used in cooperative learning activities with teacher prompting.</li> <li>• I can create cooperative strategies with teacher prompting in game situations.</li> <li>• I can describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.</li> <li>• I can know what to do if one's self or someone else is being bullied</li> <li>• I can identify positive and negative ways of dealing with stress and anxiety</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• How do I work with my teammates to accomplish a task?</li> <li>• What have I learned from this activity and what would I change to improve for next time?</li> <li>• How do I communicate my feelings and thoughts with myself and others?</li> </ul>

<ul style="list-style-type: none"> <li>• I can identify relevant influences on mental and emotional health</li> </ul> <p>( P) Manipulate body and objects to complete tasks</p> <ul style="list-style-type: none"> <li>• I can combine movement concepts with skills in cooperative learning activities with teacher prompting.</li> </ul> <p>( A) Create a safe environment to share ideas amongst the group</p> <ul style="list-style-type: none"> <li>• I can engage in physical activity as an opportunity for social and group interaction.</li> <li>• I can give feedback respectfully to peers</li> <li>• I can use the zones of regulation to reflect on and enhance my own feelings.</li> <li>• I can accept and include others in a team activity</li> </ul>	
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Learning Activities:  
 Students will work through Project Adventure activities to complete their cooperative learning unit. Each activity includes instruction time, activity time, and debrief time. Activities include...

Pipeline  
 Poison river  
 Toxic transfer  
 Popcorn  
 Hot chocolate river  
 Falling sticks  
 Zones of regulation  
 Keypunch pathways  
 Keypunch  
 Tarp turnover  
 Minefield  
 Parachute  
 Hula huts  
 Second step

<p>Course Name: 4th Grade HPE                      Unit Title: Fitness                      Est. # of Lessons: 9</p>	
<p>Unit Overview: The Fitness unit gives students a chance to improve their overall fitness. Students will participate in the 4 sections of Fitnessgram testing throughout the year.</p>	
<p style="text-align: center;"><b>STAGE 1: DESIRED RESULTS</b></p>	
<p style="text-align: center;">Established Goals</p>	<p style="text-align: center;">Transfer Goals</p>

<p><b>National Physical Education Standards</b></p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community</p>	<ol style="list-style-type: none"> <li><b>1. Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li><b>2. Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li><b>3. Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Regular and frequent exercise leads to positive health outcomes.</li> <li>● A healthy and balanced diet leads to an improved quality of life.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I improve my fitness levels?</li> <li>● What do my fitness scores tell me about my overall health?</li> <li>● How can I improve my overall health and nutrition?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Know what the 4 fitness tests are</p> <p>Understand the value of regular exercise</p> <p>Knows the 5 component of fitness</p>	<p>(C)</p> <ol style="list-style-type: none"> <li>1. I can identify physical activity benefits as a way to become healthier.</li> <li>2. I can provide examples of physical activity to enhance fitness.</li> <li>3. I can list the 5 components of fitness</li> </ol>

<p>Understand the benefits of a healthy lifestyle</p>	<ol style="list-style-type: none"> <li>4. I can list the 4 fitness tests</li> <li>5. I can provide examples of healthy foods</li> <li>6. I can describe the importance of personal hygiene</li> </ol> <p>( P )</p> <ol style="list-style-type: none"> <li>1. I can improve my cardiovascular fitness</li> <li>2. I can improve my muscular strength</li> <li>3. I can improve my muscular endurance</li> <li>4. I can improve my flexibility.</li> </ol> <p>( A )</p> <ol style="list-style-type: none"> <li>1. I can express my favorite fitness activity and create relative goals.</li> <li>2. I can listen respectfully to corrective feedback from others and the teacher.</li> <li>3. I can provide support to others to help improve their overall health and wellness</li> <li>4. I can create goals around proper nutrition</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
<p>Elementary PE assessments Teacher observation- LT: C3; A1-4 Class reflection through debriefing</p>	<p>Elementary PE assessments</p>

**STAGE 3: LEARNING PLAN**

First Topic: Fitness	Estimated # of Lessons: 9
<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C )</p> <ul style="list-style-type: none"> <li>● I can identify physical activity benefits as a way to become healthier.</li> <li>● I can provide examples of physical activity to enhance fitness.</li> <li>● I can list the 5 components of fitness</li> <li>● I can list the 4 fitness tests</li> <li>● I can provide examples of healthy foods</li> <li>● I can describe the importance of personal hygiene</li> </ul> <p>( P )</p> <ul style="list-style-type: none"> <li>● I can improve my cardiovascular fitness.</li> <li>● I can improve my muscular strength.</li> <li>● I can improve my muscular endurance.</li> <li>● I can improve my flexibility.</li> </ul> <p>( A )</p> <ul style="list-style-type: none"> <li>● I can express my favorite fitness activity</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How can I improve my fitness levels?</li> <li>● What do my fitness scores tell me about my overall health?</li> <li>● How can I improve my overall health and nutrition?</li> </ul>



<ul style="list-style-type: none"> <li>and create relative goals.</li> <li>• I can listen respectfully to corrective feedback from others and the teacher.</li> <li>• I can provide support to others to help improve their overall health and wellness</li> <li>• I can create goals around proper nutrition</li> </ul>	
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Learning Activities:  
Students will work through various fitness activities including:

- Fitness routine
- 90° pushup
- Pacer
- Mile run
- Curl Up
- Sit & Reach
- Circuit training
- Jump rope
- Scooters
- Yoga/Flexibility
- MyPlate
- KidsHealth

Course Name: 4th grade HPE	Unit Title: Manipulative	Est. # of Lessons: 20
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Unit Overview:  
In this unit, students will be able to manipulate objects using a combination of several different body parts.

<b>STAGE 1: DESIRED RESULTS</b>
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Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<ol style="list-style-type: none"> <li>1. <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>2. <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> </ol>

	3. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.
Understandings	Essential Questions
The way I use my body affects how the object will move	How do I get the manipulative where I want it to go?
Knowledge	Skills (Framed as Learning Targets)
Understand the importance of manipulative skills and how they can be used outside of PE class.	<p>( C) Know the different manipulative skills</p> <ol style="list-style-type: none"> <li>1. I can apply multistep directions to produce more complex skills</li> <li>2. I can understand why the different types of skills are needed to perform various activities</li> <li>3. I can analyze the specific movements of others</li> <li>4. I can understand the concept of direction and force when using manipulative skills to move an object towards a target</li> </ol> <p>( P) Perform manipulative skills</p> <ol style="list-style-type: none"> <li>1. I can throw underhand to a partner or target with reasonable accuracy.</li> <li>2. I can throw overhand demonstrating developmentally appropriate form.</li> <li>3. I can catch a tossed manipulative from a reasonable distance.</li> <li>4. demonstrating developmentally appropriate form</li> <li>5. I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>6. I can strike an object with an implement</li> <li>7. I can combine movement concepts with skills to participate in activities</li> <li>8. I can combine traveling with manipulative skills of dribbling, throwing, catching, and striking, in teacher or student designed activities</li> <li>9. I can dribble in general space with control of ball and body</li> <li>10. I can pass or receive with one partner moving</li> </ol> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ol style="list-style-type: none"> <li>1. I can work independently for extended periods of time</li> <li>2. I can accept and implement corrective teacher feedback</li> </ol>

	<p>3. I can work cooperatively with others</p> <p>4. I can implement conflict resolution strategies</p>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Elementary PE assessments</p> <p>Teacher observation: LT: C1; P1-10; A1-4</p> <p>Class reflection through debriefing</p>	<p>Elementary PE assessments</p>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Throwing and Catching	Estimated # of Lessons: 7
<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can apply multistep directions to produce more complex skills</li> <li>● I can understand why the different types of skills are needed to perform various activities</li> <li>● I can analyze the specific movements of others</li> <li>● I can understand the concept of direction and force when using manipulative skills to move an object towards a target.</li> </ul> <p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can throw underhand to a partner or target with reasonable accuracy.</li> <li>● I can throw overhand demonstrating developmentally appropriate form.</li> <li>● I can catch a tossed manipulative from a reasonable distance</li> <li>● I can pass and receive with one partner moving</li> </ul> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently for extended periods of time.</li> <li>● I can accept and implement corrective teacher feedback</li> <li>● I can work cooperatively with others</li> <li>● I can implement conflict resolution strategies</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How do I get the manipulative where I want it to go?</p>
<p>Learning Activities:</p> <p>Students will work through various throwing and catching activities such as:</p> <p>Poof junction</p>	

Yard games  
 2 minute drill football  
 Battleship  
 Bowling bingo  
 The great escape  
 Bench ball  
 Pin knockdown



Second Topic: Dribbling/Shooting

Estimated # of Lessons: 4

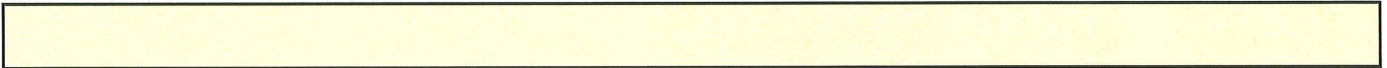
- (C) Know the different manipulative skills
5. I can apply multistep directions to produce more complex skills
  6. I can understand why the different types of skills are needed to perform various activities
  7. I can analyze the specific movements of others
  8. I can understand the concept of direction and force when using manipulative skills to move an object towards a target
- (P) Perform manipulative skills
11. I can perform kicking along the ground using appropriate form with reasonable accuracy.
  12. I can combine movement concepts with skills to participate in activities
  13. I can combine traveling with manipulative skills of dribbling, throwing, catching, and striking, in teacher or student designed activities
  14. I can dribble in general space with control of ball and body
  15. I can pass or receive with one partner moving
- (A) Complete class tasks and activities while showing personal responsibility
5. I can work independently for extended periods of time
  6. I can accept and implement corrective teacher feedback
  7. I can work cooperatively with others
  8. I can implement conflict resolution strategies

Essential Questions:

How do I get the manipulative where I want it to go?

Learning Activities:

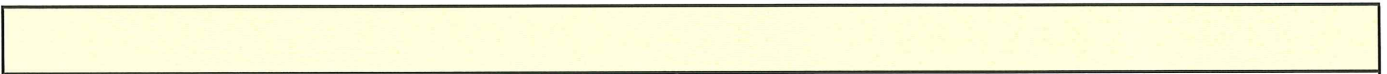
Students will work through various dribbling/shooting activities such as:  
 Dribble knockout  
 Make it take it  
 Scrabble  
 Knockout



Third Topic: Kicking	Estimated # of Lessons: 4
<p>( C ) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>9. I can apply multistep directions to produce more complex skills</li> <li>10. I can understand why the different types of skills are needed to perform various activities</li> <li>11. I can analyze the specific movements of others</li> <li>12. I can understand the concept of direction and force when using manipulative skills to move an object towards a target</li> </ul> <p>( P ) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>16. I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>17. I can combine movement concepts with skills to participate in activities</li> <li>18. I can combine traveling with manipulative skills of dribbling, throwing, catching, and striking, in teacher or student designed activities</li> <li>19. I can dribble in general space with control of ball and body</li> <li>20. I can pass or receive with one partner moving</li> </ul> <p>( A ) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>9. I can work independently for extended periods of time</li> <li>10. I can accept and implement corrective teacher feedback</li> <li>11. I can work cooperatively with others</li> <li>12. I can implement conflict resolution strategies</li> </ul>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>

Learning Activities:  
 Students will work through various kicking activities such as:

Hula hut soccer  
 Pegal  
 Stations  
 Messy room



Fourth Topic: Striking

Estimated # of Lessons: 5

(C) Know the different manipulative skills

- I can apply multistep directions to produce more complex skills
- I can understand why the different types of skills are needed to perform various activities
- I can analyze the specific movements of others
- I can understand the concept of direction and force when using manipulative skills to move an object towards a target

(P) Perform manipulative skills

- I can strike an object with an implement
- I can combine movement concepts with skills to participate in activities
- I can combine traveling with manipulative skills of dribbling, throwing, catching, and striking, in teacher or student designed activities
- I can pass or receive with one partner moving

(A) Complete class tasks and activities while showing personal responsibility

- I can work independently for extended periods of time
- I can accept and implement corrective teacher feedback
- I can work cooperatively with others
- I can implement conflict resolution strategies

Essential Questions:

How do I get the manipulative where I want it to go?

Learning Activities:

Students will work through various striking activities such as:

Floor hockey  
 Mini golf  
 Paddle  
 Gaga  
 Noodle bonkers

Course Name: 4th Grade HPE		Unit Title: Climbing		Est. # of Lessons: 6	
Unit Overview: In this unit, students will explore different ways to climb and will be provided opportunities to set personal goals.					
STAGE 1: DESIRED RESULTS					
Established Goals			Transfer Goals		
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p>			<ol style="list-style-type: none"> <li><b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li><b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> <li><b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> </ol>		
Understandings			Essential Questions		
<ul style="list-style-type: none"> <li>Climbing is a unique way to use your body to get from one place to another.</li> <li>Climbing provides students with ample opportunities to take safe risks and use decision making skills to enhance health.</li> </ul>			<ul style="list-style-type: none"> <li>How do I move my body to get from one place to another?</li> <li>How can making safe choices help me prevent injury?</li> </ul>		
Knowledge			Skills (Framed as Learning Targets)		
<p>Understand the safety aspect of climbing</p> <p>Understand the importance of body weight control</p>			<p>(C)</p> <ol style="list-style-type: none"> <li>I can use problem solving skills to create pathways</li> <li>I can understand the strength and balance</li> </ol>		

<p>Understand the risks associated with climbing, swinging, and traversing.</p>	<p>techniques required for safe climbing.</p> <ol style="list-style-type: none"> <li>3. I can list the group of muscles required to climb for long periods of time</li> <li>4. I can list a few personal challenges that climbing presents</li> <li>5. I can recite the knowledge of rules, safety practices, and procedures of climbing activities.</li> <li>6. I can understand the concept of gravity and impact from low to high levels as it relates to safety</li> </ol> <p>( P ) Use personal strength and endurance to complete climbing challenges</p> <ol style="list-style-type: none"> <li>1. I can demonstrate how to transfer one’s body weight</li> <li>2. I can explore different teacher or student directed ways to climb</li> <li>3. I can utilize a few bases of support on different climbing aparatasis</li> <li>4. I can demonstrate applications combining locomotor, non locomotor, and manipulative skills to participate in developmentally appropriate climbing activities.</li> </ol> <p>( A ) Use a challenge by choice mentality to take safe risks and support others</p> <ol style="list-style-type: none"> <li>1. I can express the enjoyment and/or challenge of participating in climbing activities</li> <li>2. I can demonstrate knowledge of rules, safety practices and procedures of specific climbing activities</li> <li>3. I can seek personally challenging experiences through climbing settings</li> <li>4. I can take safe risks during climbing activities</li> <li>5. I can ask for help for myself or others when needed</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation FT: C1, 2, 5, 6; P1-4; A1- 5 Class reflection through debriefing	Elementary PE assessments

**STAGE 3: LEARNING PLAN**



First Topic: Climbing	Estimated # of Lessons: 6
<p>(C)</p> <ul style="list-style-type: none"> <li>● I can use problem solving skills to create pathways</li> <li>● I can understand the strength and balance techniques required for safe climbing.</li> <li>● I can list the group of muscles required to climb for long periods of time</li> <li>● I can list a few personal challenges that climbing presents</li> <li>● I can recite the knowledge of rules, safety practices, and procedures of climbing activities.</li> <li>● I can understand the concept of gravity and impact from low to high levels as it relates to safety</li> </ul> <p>(P) Use personal strength and endurance to complete climbing challenges</p> <ul style="list-style-type: none"> <li>● I can demonstrate how to transfer one's body weight</li> <li>● I can explore different teacher or student directed ways to climb</li> <li>● I can utilize a few bases of support on different climbing apparatus</li> <li>● I can demonstrate applications combining locomotor, non locomotor, and manipulative skills to participate in developmentally appropriate climbing activities.</li> </ul> <p>(A) Use a challenge by choice mentality to take safe risks and support others</p> <ul style="list-style-type: none"> <li>● I can express the enjoyment and/or challenge of participating in climbing activities</li> <li>● I can demonstrate knowledge of rules, safety practices and procedures of specific climbing activities</li> <li>● I can seek personally challenging experiences through climbing settings</li> <li>● I can take safe risks during climbing activities</li> <li>● I can ask for help for myself or others when needed</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How do I move my body to get from one place to another?</p>
Learning Activities:	

Students will work through various climbing activities such as:

- Climbing wall
- Climbing rope
- Trestle
- Cargo net
- Obstacle course
- Gymnastics

Course Name: 4th grade HPE

Unit Title: Movement/Rhythm

Est. # of Lessons: 4

Unit Overview:

In this unit, students will discover ways to create partner or group coordinated movements and routines.

### STAGE 1: DESIRED RESULTS

#### Established Goals

#### Transfer Goals

#### National Physical Education Standards

**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 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

#### National Health Education Standards

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid

1. **Self Direction:** Demonstrates improved physical performance in skills and movement patterns.
2. **Research and Understanding:** Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making

or reduce health risks.	
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Movement and rhythm provide students with a chance to be expressive through structured and unstructured activities.</li> <li>• Healthy choices around alcohol, tobacco, and other drugs as it pertains to overall health</li> </ul>	<ul style="list-style-type: none"> <li>• How can I move my body to the rhythm?</li> <li>• How can I set a healthy goal and achieve it?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<p>How to use music to create movement patterns</p> <p>How to make healthy choices around alcohol, tobacco, and other drugs to improve overall health</p>	<p>( C) know vocabulary that corresponds to different routines and movements</p> <ol style="list-style-type: none"> <li>1. I can describe the benefits of movement/rhythm as a lifelong activity</li> <li>2. I can describe the benefits of a healthy lifestyle</li> <li>3. I can express the benefits of self awareness through movement/rhythm.</li> </ol> <p>( P) Copy teacher led movements and/or movements based off of technology presentations</p> <ol style="list-style-type: none"> <li>1. I can combine movement concepts to follow along to given instructions</li> <li>2. I can create a jump rope routine with a partner using either a short or long rope.</li> </ol> <p>( A) Demonstrate a positive attitude during movement and rhythm activities</p> <ol style="list-style-type: none"> <li>1. I can express the enjoyment and/or challenge of participating in a favorite movement/rhythm activity.</li> <li>2. I can engage in movement/rhythm activities</li> <li>3. I can accept others into movement/rhythm activities</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Elementary PE assessments</p> <p>Teacher observation LT: C1-3; P1, 2; A1-3</p> <p>Class discussions through debriefing</p>	<p>Elementary PE assessments</p>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Movement/Rhythm	Estimated # of Lessons: 4

<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C) know vocabulary that corresponds to different routines and movements</p> <ul style="list-style-type: none"> <li>● I can describe the benefits of movement/rhythm as a lifelong activity</li> <li>● I can describe the benefits of a healthy lifestyle</li> <li>● I can express the benefits of self awareness through movement/rhythm.</li> </ul> <p>( P) Copy teacher led movements and/or movements based off of technology presentations</p> <ul style="list-style-type: none"> <li>● I can combine movement concepts to follow along to given instructions</li> <li>● I can create a jump rope routine with a partner using either a short or long rope.</li> </ul> <p>( A) Demonstrate a positive attitude during movement and rhythm activities</p> <ul style="list-style-type: none"> <li>● I can express the enjoyment and/or challenge of participating in a favorite movement/rhythm activity.</li> <li>● I can engage in movement/rhythm activities</li> <li>● I can accept others into movement/rhythm activities</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How can I move my body to the rhythm?</li> <li>● How can I set a healthy goal and achieve it?</li> </ul>
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**Learning Activities:**

Students will express themselves through movement/rhythm activities such as:

Bucket drumming

Dance

Gymnastics

Hula hoop

Jump rope

Just Dance

Circus

Kids Heart Challenge

Course Name: 4th grade HPE	Unit Title: Chasing/ Fleeing/ Dodging	Est. # of Lessons: 12
<p>Unit Overview:</p> <p>In this unit, students will utilize body and spatial awareness principles to play a variety of small and large group games/activities. Incorporating different strategies to maxmine gameplay.</p>		
<b>STAGE 1: DESIRED RESULTS</b>		
<b>Established Goals</b>	<b>Transfer Goals</b>	
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual</p>	<p>1. <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team</p>	

<p>demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>building, sportsmanship, and compassionate and candid conversations.</p> <p>2. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</p>
<p>Understandings</p>	<p>Essential Questions</p>
<p>Chasing, fleeing, and dodging, gives students an opportunity to utilize body control, locomotor skills, and problem solving techniques</p>	<ul style="list-style-type: none"> <li>● How can I strategize for more success?</li> <li>● How do I use body control to be successful?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Body control and strategies such as speed and changing directions can help you be successful in chasing, fleeing, dodging activities.</p>	<p>(C)</p> <ol style="list-style-type: none"> <li>1. I can understand different movement concepts within chasing, fleeing, and dodging activities.</li> </ol> <p>(P)</p> <ol style="list-style-type: none"> <li>1. I can apply movement concepts and strategies to game situations with teacher prompts.</li> <li>2. I can apply the movement concepts of speed, endurance and pacing for running</li> <li>3. I can apply moderate offensive and defensive strategies in different physical activities.</li> </ol> <p>(A)</p> <ol style="list-style-type: none"> <li>1. I can accept others in chasing, fleeing, and dodging activities</li> <li>2. I can reflect on personal and social behavior in chasing, fleeing, and dodging activities.</li> <li>3. I can describe the positive social interactions</li> </ol>

	<p>that come when engaged with others in chasing, fleeing, dodging activities</p> <p>4. I can accept teacher directed conflict resolution strategies for chasing, fleeing and dodging.</p>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Elementary PE assessments Teacher observation LT: C1; P1-3; A1-4 Class discussion through debriefing</p>	<p>Elementary PE assessments</p>
<b>STAGE 3: LEARNING PLAN</b>	
<p>First Topic: Chasing, Fleeing, Dodging</p>	<p>Estimated # of Lessons: 12</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <p>(C)</p> <ul style="list-style-type: none"> <li>I can understand different movement concepts within chasing, fleeing, and dodging activities.</li> </ul> <p>(P)</p> <ul style="list-style-type: none"> <li>I can apply movement concepts and strategies to game situations with teacher prompts.</li> <li>I can apply the movement concepts of speed, endurance and pacing for running</li> <li>I can apply moderate offensive and defensive strategies in different physical activities.</li> </ul> <p>(A)</p> <ul style="list-style-type: none"> <li>I can accept others in chasing, fleeing, and dodging activities</li> <li>I can reflect on personal and social behavior in chasing, fleeing, and dodging activities.</li> <li>I can describe the positive social interactions that come when engaged with others in chasing, fleeing, dodging activities</li> <li>I can accept teacher directed conflict resolution strategies for chasing, fleeing and dodging.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>How can I strategize for more success?</li> <li>How do I use body control to be successful?</li> </ul>
<p>Learning Activities: Students will be exposed to chasing, fleeing, and dodging activities through activities such as: Hyperspace Laydown tag</p>	

Popup tag  
Hotdog tag  
Bump tag  
Pacman tag  
Bodyguard  
Gaga  
Animal rescue  
Capture the flag  
Team tag  
Flag tag  
Locomotor skills

Course Name: 5th grade HPE      Unit Title: Cooperative Learning      Est. # of Lessons: 7	
Unit Overview: Cooperative learning gives students a chance to enhance their skills in teamwork, communication, and sportsmanship. Students will be able to problem solve in partners or small groups to set, review, and accomplish common goals.	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<ol style="list-style-type: none"> <li><b>1. Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li><b>2. Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li><b>3. Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> <li><b>4. Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.</li> </ol>
Understandings	Essential Questions
The way you work with your teammates impacts the quality of your connections and your success.	<ul style="list-style-type: none"> <li>● How do I work with my teammates to accomplish a task?</li> <li>● What have I learned from this activity and what would I change to improve for next time?</li> <li>● How do I communicate my feelings and thoughts with myself and others?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Communicate with partners and groups in a positive way</li> <li>● Understand the value of teamwork</li> </ul>	<p>(C) Create strategies to complete tasks</p> <ol style="list-style-type: none"> <li>1. I can describe the movement concepts the movement concepts used in cooperative learning activities</li> <li>2. I can create cooperative strategies in game situations.</li> </ol>



<ul style="list-style-type: none"> <li>● Use of zones of regulation</li> <li>● Recognize the relationship between feelings and behaviors</li> </ul>	<ol style="list-style-type: none"> <li>3. I can explain what it means to be mentally and emotionally healthy and seek help when needed</li> </ol> <p>( P ) Manipulate body and objects to complete tasks</p> <ol style="list-style-type: none"> <li>1. I can combine movement concepts with skills in cooperative learning activities</li> <li>2. I can be aware of one’s own feelings and of being sensitive to the feelings of others.</li> </ol> <p>( A ) Create a safe environment to share ideas amongst the group</p> <ol style="list-style-type: none"> <li>1. I can engage in physical activity as an opportunity for student-led social and group interaction.</li> <li>2. I can give and accept feedback respectively to/from peers.</li> <li>3. I can use the zones of regulation to reflect on and enhance my own feelings</li> <li>4. I can accept and include others in a team activity</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation: LT: C1, 2; P1-2; A1-4 Class reflection through debriefing	Elementary PE assessments

**STAGE 3: LEARNING PLAN**

First Topic: Project Adventure	Estimated # of Lessons: 7
<p>Relevant Learning Targets (from Stage 1) :</p> <p>( C ) Create strategies to complete tasks</p> <ul style="list-style-type: none"> <li>● I can describe the movement concepts used in cooperative learning activities.</li> <li>● I can create cooperative strategies in game situations.</li> <li>● I can explain what it means to be mentally and emotionally healthy and seek help when needed</li> </ul> <p>( P ) Manipulate body and objects to complete tasks</p> <ul style="list-style-type: none"> <li>● I can combine movement concepts with skills in cooperative learning activities.</li> <li>● I can be aware of one’s own feelings and of being sensitive to the feelings of others.</li> </ul> <p>( A ) Create a safe environment to share ideas amongst the group</p> <ul style="list-style-type: none"> <li>● I can engage in physical activity as an</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How do I work with my teammates to accomplish a task?</li> <li>● What have I learned from this activity and what would I change to improve for next time?</li> <li>● How do I communicate my feelings and thoughts with myself and others?</li> </ul>

<p>opportunity for student lead social and group interaction.</p> <ul style="list-style-type: none"> <li>● I can give and accept feedback respectively to/from peers.</li> <li>● I can use the zones of regulation to reflect on and enhance my own feelings.</li> <li>● I can accept and include others in a team activity</li> </ul>	
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Learning Activities:  
 Students will work through Project Adventure activities to complete their cooperative learning unit. Each activity includes instruction time, activity time, and debrief time. Activities include...

- Pipeline
- Poison river
- Toxic transfer
- Popcorn
- Hot chocolate river
- Falling sticks
- Zones of regulation
- Keypunch pathways
- Keypunch
- Tarp turnover
- Minefield
- Parachute
- Hula huts
- Second step

<p>Course Name: 5th Grade HPE                      Unit Title: Fitness                      Est. # of Lessons: 9</p>	
<p>Unit Overview: The Fitness unit gives students a chance to review and set goals for their overall fitness.</p>	
<p style="text-align: center;"><b>STAGE 1: DESIRED RESULTS</b></p>	
<p style="text-align: center;">Established Goals</p>	<p style="text-align: center;">Transfer Goals</p>
<p><b>National Physical Education Standards</b></p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social</p>	<ol style="list-style-type: none"> <li>1. <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>2. <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> </ol>

<p>interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community</p>	<p><b>3. Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</p>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Regular and frequent exercise leads to positive health outcomes.</li> <li>● A healthy and balanced diet leads to an improved quality of life.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I improve my fitness levels?</li> <li>● What do my fitness scores tell me about my overall health?</li> <li>● How can I improve my overall health and nutrition?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Know the 5 components of fitness</p> <p>Understand the value of regular exercise</p> <p>Understand the benefits of a healthy lifestyle</p> <p>Fitness and nutrition outside of school</p>	<p>(C)</p> <ol style="list-style-type: none"> <li>1. I can compare the health benefits of participating in physical activity.</li> <li>2. I can provide examples of physical activity to enhance fitness.</li> <li>3. I can describe the 5 components of fitness as they relate to the fitness tests</li> <li>4. I can provide examples of healthy foods within certain food groups</li> <li>5. I can describe how outside influences affect food choices</li> </ol> <p>(P)</p> <ol style="list-style-type: none"> <li>1. I can improve my cardiovascular fitness</li> <li>2. I can improve my muscular strength</li> <li>3. I can improve my muscular endurance</li> <li>4. I can improve my flexibility.</li> </ol>

	<p>(A)</p> <ol style="list-style-type: none"> <li>1. I can express my favorite fitness activity</li> <li>2. I can create a goal based on something I want to get better at</li> <li>3. I can review a goal and plan to identify progress and next steps</li> <li>4. I can listen respectfully to corrective feedback from others and apply it.</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation- LT: A2 Class reflection through debriefing	Elementary PE assessments

**STAGE 3: LEARNING PLAN**

<b>First Topic: Fitness</b>	<b>Estimated # of Lessons: 9</b>
<p>Relevant Learning Targets (from Stage 1) :</p> <p>(C)</p> <ul style="list-style-type: none"> <li>● I can compare the health benefits of participating in physical activity.</li> <li>● I can provide examples of physical activity to enhance fitness.</li> <li>● I can describe the 5 components of fitness as they relate to the fitness tests.</li> <li>● I can provide examples of healthy foods within certain food groups</li> <li>● I can describe how outside influences affect food choices</li> </ul> <p>(P)</p> <ul style="list-style-type: none"> <li>● I can improve my cardiovascular fitness.</li> <li>● I can improve my muscular strength.</li> <li>● I can improve my muscular endurance.</li> <li>● I can improve my flexibility.</li> </ul> <p>(A)</p> <ul style="list-style-type: none"> <li>● I can express my favorite fitness activity</li> <li>● I can create a goal based on something I want to get better at</li> <li>● I can review a goal and plan to identify progress and next steps</li> <li>● I can listen respectfully to corrective feedback from others and apply it.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How can I improve my fitness levels?</li> <li>● What do my fitness scores tell me about my overall health?</li> <li>● How can I improve my overall health and nutrition?</li> </ul>

**Learning Activities:**

Students will work through various fitness activities including:

- Fitness routine
- 90° pushup
- Pacer
- Mile run
- Curl Up
- Sit & Reach
- Circuit training
- Jump rope
- Scooters
- Yoga/Flexibility
- [MyPlate](#)
- [KidsHealth](#)

Course Name: 5th grade HPE		Unit Title: Manipulative	Est. # of Lessons: 20
<p>Unit Overview: In this unit, students will be able to manipulate objects using a combination of several different body parts.</p>			
<b>STAGE 1: DESIRED RESULTS</b>			
Established Goals		Transfer Goals	
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>		<ol style="list-style-type: none"> <li>1. <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>2. <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>3. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>	
Understandings		Essential Questions	

The way I use my body affects how the object will move	How do I get the manipulative where I want it to go?
Knowledge	Skills (Framed as Learning Targets)
<p>Understand the importance of manipulative skills and how they can be used outside of PE class.</p> <p>Understand the importance of using proper form with manipulative skills to prevent injury.</p>	<p>( C ) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can apply multistep directions to produce more complex skills</li> <li>● I can understand why the different types of skills are needed to perform various activities.</li> <li>● I can analyze the specific movements of self and others</li> <li>● I can understand the concept of direction and force when using manipulative skills to move an object toward a target</li> <li>● I can express the importance of using proper form with manipulative skills in order to prevent injuries</li> </ul> <p>( P ) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can throw underhand to a moving target with reasonable accuracy.</li> <li>● I can throw overhand demonstrating developmentally appropriate form.</li> <li>● I can catch a tossed manipulative.</li> <li>● I can receive a pass with different parts of the foot.</li> <li>● I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>● I can strike an object with an implement</li> <li>● I can combine movement concepts with skills to participate in activities</li> <li>● I can combine travelling with manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student designed activities</li> <li>● I can dribble in general space with control of ball and body while increasing and decreasing speed.</li> <li>● I can pass and receive with both partners moving</li> </ul> <p>( A ) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently for extended periods of time</li> <li>● I can accept and implement corrective feedback from teachers/peers</li> <li>● I can work cooperatively with others</li> </ul>

	<ul style="list-style-type: none"> <li>I can implement conflict resolution strategies</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation: LT: C1, 5; P1-10; A1-4 Class reflection through debriefing	Elementary PE assessments
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Throwing and Catching	Estimated # of Lessons: 7
<p>Relevant Learning Targets (from Stage 1) :</p> <p>(C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>I can apply multistep directions to produce more complex skills</li> <li>I can understand why the different types of skills are needed to perform various activities.</li> <li>I can analyze the specific movements of self and others.</li> <li>I can understand the concept of direction and force when using manipulative skills to move an object toward a target</li> <li>I can combine travelling with manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student designed activities</li> <li>I can express the importance of using proper form with manipulative skills in order to prevent injuries.</li> </ul> <p>(P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>I can throw underhand to a moving target with reasonable accuracy.</li> <li>I can throw overhand demonstrating developmentally appropriate form.</li> <li>I can catch a tossed manipulative.</li> <li>I can combine movement concepts with skills to participate in activities</li> <li>I can pass and receive with both partners moving.</li> </ul> <p>(A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>I can work independently for extended periods of time.</li> <li>I can accept and implement corrective teacher feedback from teacher/peers.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How do I get the manipulative where I want it to go?</p>

<ul style="list-style-type: none"> <li>● I can work cooperatively with others</li> <li>● I can implement conflict resolution strategies</li> </ul>	
<p>Learning Activities:  Students will work through various throwing and catching activities such as:  Poof junction  Yard games  2 minute drill football  Battleship  Bowling bingo  The great escape  Bench ball  Pin knockdown</p>	
<p><b>YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT</b></p>	
<p>Second Topic: Dribbling/Shooting</p>	<p>Estimated # of Lessons: 4</p>
<p>C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can apply multistep directions to produce more complex skills</li> <li>● I can understand why the different types of skills are needed to perform various activities.</li> <li>● I can analyze the specific movements of self and others</li> <li>● I can understand the concept of direction and force when using manipulative skills to move an object toward a target</li> <li>● I can express the importance of using proper form with manipulative skills in order to prevent injuries</li> </ul> <p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can receive a pass with different parts of the foot.</li> <li>● I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>● I can combine movement concepts with skills to participate in activities</li> <li>● I can combine travelling with manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student designed activities</li> <li>● I can dribble in general space with control of ball and body while increasing and decreasing speed.</li> </ul>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>



<ul style="list-style-type: none"> <li>● I can pass and receive with both partners moving</li> </ul> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently for extended periods of time</li> <li>● I can accept and implement corrective feedback from teachers/peers</li> <li>● I can work cooperatively with others</li> <li>● I can implement conflict resolution strategies</li> </ul>	
<p>Learning Activities:  Students will work through various dribbling/shooting activities such as:  Dribble knockout  Make it take it  Scrabble  Knockout</p>	

YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT	
Third Topic: Kicking	Estimated # of Lessons: 4
<p>C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can apply multistep directions to produce more complex skills</li> <li>● I can understand why the different types of skills are needed to perform various activities.</li> <li>● I can analyze the specific movements of self and others</li> <li>● I can understand the concept of direction and force when using manipulative skills to move an object toward a target</li> <li>● I can express the importance of using proper form with manipulative skills in order to prevent injuries</li> </ul> <p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can receive a pass with different parts of the foot.</li> <li>● I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>● I can combine movement concepts with skills to participate in activities</li> <li>● I can combine travelling with manipulative skills of dribbling, throwing, catching, and</li> </ul>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>

<p>striking in teacher and/or student designed activities</p> <ul style="list-style-type: none"> <li>● I can dribble in general space with control of ball and body while increasing and decreasing speed.</li> <li>● I can pass and receive with both partners moving</li> </ul> <p>(A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently for extended periods of time</li> <li>● I can accept and implement corrective feedback from teachers/peers</li> <li>● I can work cooperatively with others</li> <li>● I can implement conflict resolution strategies</li> </ul>	
<p>Learning Activities:  Students will work through various kicking activities such as:  Hula hut soccer  Pegal  Stations  Messy room</p>	

YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT	
Fourth Topic: Striking	Estimated # of Lessons: 5
<p>C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can apply multistep directions to produce more complex skills</li> <li>● I can understand why the different types of skills are needed to perform various activities.</li> <li>● I can analyze the specific movements of self and others</li> <li>● I can understand the concept of direction and force when using manipulative skills to move an object toward a target</li> <li>● I can express the importance of using proper form with manipulative skills in order to prevent injuries</li> </ul> <p>(P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can strike an object with an implement</li> <li>● I can combine movement concepts with skills to participate in activities</li> <li>● I can combine travelling with manipulative</li> </ul>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>

<p>skills of dribbling, throwing, catching, and striking in teacher and/or student designed activities</p> <ul style="list-style-type: none"> <li>● I can pass and receive with both partners moving</li> </ul> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently for extended periods of time</li> <li>● I can accept and implement corrective feedback from teachers/peers</li> <li>● I can work cooperatively with others</li> <li>● I can implement conflict resolution strategies</li> </ul>	
<p>Learning Activities:  Students will work through various striking activities such as:  Floor hockey  Mini golf  Paddle  Gaga  Noodle bonkers</p>	

<p>Course Name: 5th Grade HPE                      Unit Title: Climbing                      Est. # of Lessons: 6</p>	
<p>Unit Overview: In this unit, students will explore different ways to climb and will be provided opportunities to set and review personal and group goals.</p>	
<p style="text-align: center;"><b>STAGE 1: DESIRED RESULTS</b></p>	
<p style="text-align: center;">Established Goals</p>	<p style="text-align: center;">Transfer Goals</p>
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior</p>	<ol style="list-style-type: none"> <li><b>1. Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li><b>2. Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> <li><b>3. Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> </ol>

<p>that respects self and others.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Climbing is a unique way to use your body to get from one place to another</li> <li>● Climbing provides students with ample opportunities to take safe risks and use decision making skills to enhance health.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I move my body to get from one place to another?</li> <li>● How can making safe choices help me prevent injury?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Understand the safety aspect of climbing</p> <p>Understand the importance of body weight control</p> <p>Understand the risks associated with climbing, swinging, and traversing.</p>	<p>(C)</p> <ol style="list-style-type: none"> <li>1. I can use problem solving skills to create pathways</li> <li>2. I can understand the strength and balance techniques required for safe climbing.</li> <li>3. I can understand the concept of “center of gravity” and “base of support” as it pertains to balance and climbing.</li> <li>4. I can understand the group of muscles and balance techniques required to climb for extended periods of time.</li> <li>5. I can understand all safety precautions as it pertains to climbing</li> <li>6. I can list a variety of personal challenges that climbing presents</li> <li>7. I can recite knowledge of rules, safety practices/ procedures of specific climbing activities.</li> </ol> <p>(P) Use personal strength and endurance to complete climbing challenges</p> <ol style="list-style-type: none"> <li>1. I can demonstrate how to transfer one’s body weight</li> <li>2. I can explore ways to climb independently based on my own personal preference.</li> <li>3. I can utilize a variety of different bases of support on different climbing apparatuses</li> <li>4. I can demonstrate applications combining locomotor, non locomotor, and manipulative skills to participate in developmentally</li> </ol>

	<p>appropriate climbing activities.</p> <p>(A) Use a challenge by choice mentality to take safe risks and support others</p> <ol style="list-style-type: none"> <li>1. I can express the enjoyment and/or challenge of participating in climbing activities</li> <li>2. I can demonstrate knowledge of rules, safety practices and procedures of specific climbing activities</li> <li>3. I can seek personally challenging experiences through climbing activities</li> <li>4. I can take safe risks during climbing activities</li> <li>5. I can ask for help for myself or others when needed</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Elementary PE assessments  Teacher observation FT: C1-5, 7; P1-4; A1- 5  Class reflection through debriefing</p>	<p>Elementary PE assessments</p>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Climbing	Estimated # of Lessons: 6
<p>(C)</p> <ul style="list-style-type: none"> <li>● I can use problem solving skills to create pathways</li> <li>● I can understand the strength and balance techniques required for safe climbing.</li> <li>● I can understand the concept of “center of gravity” and “base of support” as it pertains to balance and climbing.</li> <li>● I can understand the group of muscles and balance techniques required to climb for extended periods of time.</li> <li>● I can understand all safety precautions as it pertains to climbing</li> <li>● I can list a variety of personal challenges that climbing presents</li> <li>● I can recite knowledge of rules, safety practices/ procedures of specific climbing activities.</li> </ul> <p>(P) Use personal strength and endurance to complete climbing challenges</p> <ul style="list-style-type: none"> <li>● I can demonstrate how to transfer one's</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How do I move my body to get from one place to another?</p> <p>How can making safe choices help me prevent injury?</p>

<p>body weight</p> <ul style="list-style-type: none"> <li>● I can explore ways to climb independently based on my own personal preference.</li> <li>● I can utilize a variety of different bases of support on different climbing apparatuses</li> <li>● I can demonstrate applications combining locomotor, non locomotor, and manipulative skills to participate in developmentally appropriate climbing activities.</li> </ul> <p>( A) Use a challenge by choice mentality to take safe risks and support others</p> <ul style="list-style-type: none"> <li>● I can express the enjoyment and/or challenge of participating in climbing activities</li> <li>● I can demonstrate knowledge of rules, safety practices and procedures of specific climbing activities</li> <li>● I can seek personally challenging experiences through climbing activities</li> <li>● I can take safe risks during climbing activities</li> <li>● I can ask for help for myself or others when needed</li> </ul>	
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Learning Activities:  
 Students will work through various climbing activities such as:  
 Climbing wall  
 Climbing rope  
 Trestle  
 Cargo net  
 Obstacle course  
 Gymnastics

Course Name: 5th grade HPE	Unit Title: Movement/Rhythm	Est. # of Lessons: 4
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Unit Overview:  
 In this unit, students will enhance their knowledge on how to move their bodies in a rhythmic way

<b>STAGE 1: DESIRED RESULTS</b>
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Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor</p>	<p><b>1. Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</p>

skills and movement patterns.

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

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**National Health Education Standards**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

2. **Research and Understanding:** Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making

Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Movement and rhythm provide students with a chance to be expressive through structured and unstructured activities.</li> <li>● Healthy choices around alcohol, tobacco, and other drugs as it pertains to overall health</li> </ul>	<ul style="list-style-type: none"> <li>● How can I move my body to the rhythm?</li> <li>● How can I set a healthy goal and achieve it?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<p>How to use music to create movement patterns</p> <p>How to make healthy choices around alcohol, tobacco, and other drugs to improve overall health</p>	<p>( C) know vocabulary that corresponds to different routines and movements</p> <ol style="list-style-type: none"> <li>1. I can describe the benefits of movement/rhythm as a lifelong activity</li> <li>2. I can describe the benefits of a healthy lifestyle</li> <li>3. I can express the benefits of self awareness</li> </ol>

	<p>through movement/rhythm.</p> <p>4. I can describe practices and behaviors that prevent alcohol and drug use</p> <p>( P) Copy teacher led movements and/or movements based off of technology presentations</p> <ol style="list-style-type: none"> <li>1. I can combine movement concepts to follow along to given instructions</li> <li>2. I can create a jump rope routine with a partner using either a short or long rope.</li> </ol> <p>( A) Demonstrate a positive attitude during movement and rhythm activities</p> <ol style="list-style-type: none"> <li>1. I can express the enjoyment and/or challenge of participating in a favorite movement/rhythm activity.</li> <li>2. I can engage in movement/rhythm activities</li> <li>3. I can accept others into movement/rhythm activities</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation LT: C1-3; P1, 2; A1-4 Class discussions through debriefing	Elementary PE assessments

**STAGE 3: LEARNING PLAN**

<b>First Topic: Movement/Rhythm</b>	<b>Estimated # of Lessons: 4</b>
<b>Relevant Learning Targets (from Stage 1) :</b> ( C) know vocabulary that corresponds to different routines and movements <ul style="list-style-type: none"> <li>● I can describe the benefits of movement/rhythm as a lifelong activity</li> <li>● I can describe the benefits of a healthy lifestyle</li> <li>● I can express the benefits of self awareness through movement/rhythm.</li> <li>● I can describe practices and behaviors that prevent alcohol and drug use</li> </ul> ( P) Copy teacher led movements and/or movements based off of technology presentations <ul style="list-style-type: none"> <li>● I can combine movement concepts to follow along to given instructions</li> <li>● I can create a jump rope routine with a partner using either a short or long rope.</li> </ul> ( A) Demonstrate a positive attitude during movement and rhythm activities	<b>Relevant Essential Questions (from Stage 1):</b> <ul style="list-style-type: none"> <li>● How can you move your body to match the rhythm presented?</li> <li>● How can I set a healthy goal and achieve it?</li> </ul>



<ul style="list-style-type: none"> <li>● I can express the enjoyment and/or challenge of participating in a favorite movement/rhythm activity.</li> <li>● I can engage in movement/rhythm activities</li> <li>● I can accept others into movement/rhythm activities</li> </ul>	
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**Learning Activities:**

Students will express themselves through movement/rhythm activities such as:

- Bucket drumming
- Dance
- Gymnastics
- Hula hoop
- Jump rope
- Just Dance
- Circus
- Kids Heart Challenge

Course Name: 5th grade HPE      Unit Title: Chasing/ Fleeing/ Dodging      Est. # of Lessons: 12

**Unit Overview:**

In this unit, students will utilize offensive and defensive strategies to play a variety of small and large group games/activities.

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<ol style="list-style-type: none"> <li>1. <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>2. <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>

<p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>National Health Education Standards</b></p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<p>Chasing, fleeing, and dodging, gives students an opportunity to utilize body control, locomotor skills, and problem solving techniques</p>	<ul style="list-style-type: none"> <li>● How can I strategize for more success?</li> <li>● How do I use my body control to be successful?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Body control and strategies such as speed and changing directions can help you be successful in chasing, fleeing, dodging activities.</p>	<p>(C)</p> <ul style="list-style-type: none"> <li>● I can understand how to utilize developmentally appropriate movement concepts within chasing and fleeing activities.</li> <li>● I can analyze movement situations and apply movement concepts in small sided tasks/ game environments</li> </ul> <p>(P)</p> <ul style="list-style-type: none"> <li>● I can apply movement concepts to game situations based upon student decided strategies.</li> <li>● I can apply the concept of closing spaces in small-sided practice tasks</li> <li>● I can apply team driven offensive and defensive strategies in different chasing fleeing dodging activities.</li> </ul> <p>(A)</p> <ul style="list-style-type: none"> <li>● I can accept, recognizes, and actively involve others in chasing and fleeing activities</li> <li>● I can reflect accurately on personal and social behavior in chasing, fleeing, and dodging activities.</li> <li>● I can work cooperatively with others</li> <li>● I can utilize student derived conflict resolution strategies for chasing, fleeing, dodging</li> </ul>
<p>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</p>	

Summative Assessment	Formative Assessment
Elementary PE assessments Teacher observation LT: C1, 2; P1-3; A1-4 Class discussion through debriefing	Elementary PE assessments
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: chasing fleeing dodging	Estimated # of Lessons: 12
<p>Relevant Learning Targets (from Stage 1) :</p> <p>(C)</p> <ul style="list-style-type: none"> <li>● I can understand how to utilize developmentally appropriate movement concepts within chasing and fleeing activities.</li> <li>● I can analyze movement situations and apply movement concepts in small sided tasks/ game environments</li> </ul> <p>(P)</p> <ul style="list-style-type: none"> <li>● I can apply movement concepts to game situations based upon student decided strategies.</li> <li>● I can apply the concept of closing spaces in small-sided practice tasks</li> <li>● I can apply team driven offensive and defensive strategies in different chasing fleeing dodging activities.</li> </ul> <p>(A)</p> <ul style="list-style-type: none"> <li>● I can accept, recognizes, and actively involve others in chasing and fleeing activities</li> <li>● I can reflect accurately on personal and social behavior in chasing, fleeing, and dodging activities.</li> <li>● I can work cooperatively with others</li> <li>● I can utilize student derived conflict resolution strategies for chasing, fleeing, dodging</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How can I strategize for more success?</li> <li>● How do I use my body control to be successful?</li> </ul>
<p>Learning Activities:            Students will be exposed to chasing, fleeing, and dodging activities through activities such as:            Hyperspace            Laydown tag            Popup tag            Hotdog tag            Bump tag</p>	

Pacman tag  
Bodyguard  
Gaga  
Animal rescue  
Capture the flag  
Team tag  
Flag tag  
Locomotor skills

## Unit Overview:

In this unit, students will work individually and cooperatively to strengthen sport specific skills that will start to be integrated into team play. Students will develop and work on social/emotional skills through partner and small group games and activities.

## STAGE 1: DESIRED RESULTS

## Established Goals

**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 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**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.

## Transfer Goals

1. **Communication:** Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language
2. **Responsible Citizenship:** Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.
3. **Self Direction:** Demonstrates improved physical performance in skills and movement patterns.

## Understandings

Including others on your team creates opportunities for skill improvement, strategy, and success.

Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.

Communication impacts a team and or individual performance.

## Essential Questions

1. What was challenging for me?
2. How can I improve for next time?
3. How do I work with my teammates to accomplish a task?

Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Skill cues for selected team sports.</li> <li>● Rules of selected team sports.</li> <li>● Strategies related to specific team sports.</li> <li>● The importance of effective communication, cooperation, sportsmanship skills during team sports.</li> </ul>	<ul style="list-style-type: none"> <li>● I can accurately throw to a stationary or moving target.</li> <li>● I can effectively move into open space.</li> <li>● I can accurately shoot at a target.</li> <li>● I can effectively and safely defend.</li> <li>● I can effectively serve and strike and object.</li> <li>● I can effectively manipulate equipment in a safe fashion.</li> <li>● I can effectively communicate and strategize with teammates.</li> <li>● I can demonstrate good sportsmanship.</li> <li>● I can effectively receive and catch.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>6-8 PE Assessments</p> <p>Teacher observation Written skill and rule comprehension assessment Self assessment on learning targets</p>	<p>6-8 PE Assessments</p> <p>Peer assessment Self assessment on learning targets Class reflection through debriefing using essential questions 1 and 2</p>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Basketball	Estimated # of Lessons: 5
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can accurately throw to a stationary individual.</li> <li>● I can accurately throw to a moving individual.</li> <li>● I can effectively move into open space.</li> <li>● I can accurately shoot at the hoop.</li> <li>● I can effectively and safely defend.</li> <li>● I can identify an opponent</li> <li>● I can move and stay with an opponent</li> <li>● I can guard, deny, block, and stop my opponent</li> <li>● I can effectively communicate and strategize with teammates.</li> <li>● I can demonstrate good sportsmanship.</li> <li>● I can effectively receive/catch while</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● Why is it important for me to play by the rules during a team sport?</li> <li>● What was challenging for me and how can I improve for next time?</li> <li>● How do I work with my teammates to accomplish a task?</li> </ul>

stationary. <ul style="list-style-type: none"> <li>I can effectively receive/catch on the move.</li> </ul>	
<p>Learning Activities: Students will learn through modified basketball games and activities to complete their soccer unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity &amp; games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Ball Handling-Mirror drill</li> <li>❖ “Everybody’s It” dribbling game</li> <li>❖ Partner/Group drills/relays dribbling</li> <li>❖ “Basketball Mania” shooting game</li> <li>❖ “Knockout”</li> <li>❖ “Make it Take it”</li> <li>❖ “Around the World”</li> <li>❖ “Money Ball”</li> <li>❖ “L-A-N-C-E-R” “H-O-R-S-E”</li> <li>❖ 1v1</li> <li>❖ 2v1</li> <li>❖ 2v2</li> <li>❖ 3v3</li> <li>❖ 3 v 3 sideline game</li> <li>❖ “You Make the Call” modified game (call a game situation- 2v1; 2v2 etc.)</li> <li>❖ Passing drills</li> <li>❖ ½ court sideline games</li> <li>❖ Full Court sideline games</li> <li>❖ Tournament Play</li> </ul>	
Second Topic: Soccer	Estimated # of Lessons: 5
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>I can accurately pass to a stationary individual.</li> <li>I can accurately pass to a moving individual.</li> <li>I can effectively move into open space.</li> <li>I can accurately shoot on goal.</li> <li>I can effectively communicate and strategize with teammates.</li> <li>I can effectively and safely defend.</li> <li>I can identify an opponent.</li> <li>I can move and stay with an opponent</li> <li>I can guard, deny, block, and stop my opponent.</li> <li>I can demonstrate good sportsmanship.</li> <li>I can effectively receive and control a soccer ball.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>Why is it important for me to play by the rules during a team sport?</li> <li>What was challenging for me and how can I improve for next time?</li> <li>How do I work with my teammates to accomplish a task?</li> </ul>

Learning Activities: Students will learn modified soccer games and activities to complete their soccer unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity & games, and debrief time.

- ❖ Solo skill practice-juggling, trapping, dribbling
- ❖ Partners skill practice-trapping/controlling/passing
- ❖ Small group passing
- ❖ Small group games
- ❖ Keep Away
- ❖ “Everybody’s It”- dribble/control ball/protect ball
- ❖ “Sharks & Minnows”
- ❖ Knock Out
- ❖ Bull Dog
- ❖ Small sided/modified games
- ❖ 2v2
- ❖ 3v3
- ❖ Shooting/Passing at targets-pins, cones, small goals
- ❖ Game Play with Sideline Players
- ❖ Modified Game
- ❖ SOCCI-4 corner soccer game SOCCI RULES

Third Topic: Flag Football	Estimated # of Lessons: 5
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can accurately pass to a stationary individual.</li> <li>● I can accurately pass to a moving individual.</li> <li>● I can effectively move into open space.</li> <li>● I can effectively and safely defend an opponent.               <ul style="list-style-type: none"> <li>○ I can identify an opponent</li> <li>○ I can move and stay with an opponent</li> <li>○ I can guard, deny, block, and stop my opponent</li> </ul> </li> <li>● I can effectively communicate and strategize with teammates.</li> <li>● I can demonstrate good sportsmanship.</li> <li>● I can effectively catch a football.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● Why is it important for me to play by the rules during a team sport?</li> <li>● What was challenging for me and how can I improve for next time?</li> <li>● How do I work with my teammates to accomplish a task?</li> </ul>
<p>Learning Activities: Students will learn through modified football games and activities to complete their football unit. Each activity/game includes instruction time, teacher demonstrations, skill practice,</p>	



activity/games, and debrief time.

- ❖ Carrying football properly when running- Chasing & fleeing games carrying football
- ❖ Partner passing: stationary and moving
- ❖ Passing games with footballs and various size balls (Capture the flag games incorporating throwing)
- ❖ Passing Pattern Partner Drill
- ❖ “Razzle Dazzle” throwing and defending game
- ❖ Position drills-quarterback/receiver/center/defenders
- ❖ Defensive positioning
- ❖ Small group drills with/without defender
- ❖ Punting skills
- ❖ Modified football games
- ❖ 4 Down Football
- ❖ “Football Bingo”-Football Bingo Game
- ❖ Passing Game-Pass for Points
- ❖ Football suggested timeline

Fourth Topic: Floor Hockey	
<p>Fourth Topic: Floor Hockey</p>	<p>Estimated # of Lessons: 5</p>
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can demonstrate safe stick handling               <ul style="list-style-type: none"> <li>○ Dribbling</li> <li>○ Shooting</li> <li>○ Passing &amp; receiving</li> </ul> </li> <li>● I can accurately pass to a stationary individual.</li> <li>● I can accurately pass to a moving individual.</li> <li>● I can effectively move into open space.</li> <li>● I can accurately and safely shoot at a goal.</li> <li>● I can effectively and safely defend.</li> <li>● I can identify an opponent</li> <li>● I can move and stay with an opponent</li> <li>● I can guard, deny, block, and stop my opponent</li> <li>● I can effectively communicate and strategize with teammates.</li> <li>● I can demonstrate good sportsmanship.</li> <li>● I can effectively receive and control a puck or ball.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● Why is it important for me to play by the rules during a team sport?</li> <li>● What was challenging for me and how can I improve for next time?</li> <li>● How do I work with my teammates to accomplish a task?</li> </ul>
<p>Learning Activities: Students will learn through modified hockey games and activities to complete their</p>	

floor hockey unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.

- ❖ Grip and stick safety practice
- ❖ Stationary puck movement
- ❖ Moving with the puck
- ❖ Relay Races
- ❖ Stationary partner passing and receiving
- ❖ Dynamic partner/group passing and receiving
- ❖ Wrist shot at target practice
- ❖ Movement and control of puck/ball
- ❖ “Everybody’s It” with stick and puck control
- ❖ “Scramble”- Multiple goal/goalie practice and safe shooting on goal
- ❖ Small sided games with/without goalie
- ❖ Zone Hockey (to create spacing)
- ❖ Game Play with Sideline Players

Fifth Topic: Volleyball

Estimated # of Lessons: 5

Learning Targets:

- I can accurately pass to a stationary target.
  - Set
  - Bump
- I can effectively move into open space.
- I can accurately serve over a net.
  - Underhand
  - Overhand
- I can effectively communicate and strategize with teammates.
- I can demonstrate good sportsmanship.
- I can effectively receive a pass with control in volleyball.
  - Set
  - Bump
  - Spike

Essential Questions:

- Why is it important for me to play by the rules during a team sport?
- What was challenging for me and how can I improve for next time?
- How do I work with my teammates to accomplish a task?

Learning Activities: Students will learn through modified volleyball games and activities to complete their volleyball unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.

- ❖ Self setting
- ❖ Self bumping
- ❖ Serving

- ❖ Spiking
- ❖ Setting/bumping with a partner
- ❖ Partner volleying practice
- ❖ Serving to partner
- ❖ Receiving the serve by setting or bumping
- ❖ Serving games
- ❖ “Dead Fish”
- ❖ 2v2
- ❖ 3v3
- ❖ 4 v 4
- ❖ 6 v 6
- ❖ “King of the Court”
- ❖ Modified game play
- ❖ Newcomb
- ❖ Foursquare Volleyball
- ❖ Tournament Play
- ❖ Omnikin ball
- ❖ “Look Up” Volleyball

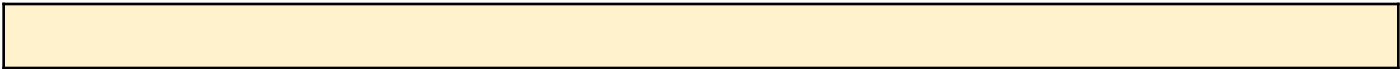


Sixth Topic: Ultimate Frisbee	Estimated # of Lessons: 5
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can accurately pass to a stationary individual.</li> <li>● I can accurately pass to a moving individual.</li> <li>● I can effectively move into open space.</li> <li>● I can effectively and safely defend an opponent. <ul style="list-style-type: none"> <li>○ I can identify an opponent</li> <li>○ I can move and stay with an opponent</li> <li>○ I can guard, deny, and stop my opponent</li> </ul> </li> <li>● I can effectively communicate and strategize with teammates.</li> <li>● I can demonstrate good sportsmanship.</li> <li>● I can effectively catch a frisbee.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● Why is it important for me to play by the rules during a team sport?</li> <li>● What was challenging for me and how can I improve for next time?</li> <li>● How do I work with my teammates to accomplish a task?</li> </ul>

Learning Activities: Students will learn through modified frisbee games and activities to complete their frisbee unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.

- ❖ Different grip techniques & form practice (forehand/backhand)
- ❖ Stationary passing and receiving with a partner/small group

- ❖ Partner passing and receiving while moving
- ❖ KanJam
- ❖ 2 V 1
- ❖ 3 V 1
- ❖ 5 V 5
- ❖ Ultimate Frisbee
- ❖ Modified team games



Seventh Topic: Lacrosse	Estimated # of Lessons: 5
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<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can demonstrate safe stick handling             <ul style="list-style-type: none"> <li>○ Cradling/ moving</li> <li>○ Passing &amp; receiving</li> <li>○ shooting</li> </ul> </li> <li>● I can accurately pass to a stationary individual.</li> <li>● I can accurately pass to a moving individual.</li> <li>● I can effectively move into open space.</li> <li>● I can accurately and safely shoot at a goal.</li> <li>● I can effectively and safely defend.             <ul style="list-style-type: none"> <li>○ I can identify an opponent</li> <li>○ I can move and stay with an opponent</li> <li>○ I can guard, deny, block, and stop my opponent</li> </ul> </li> <li>● I can effectively communicate and strategize with teammates.</li> <li>● I can demonstrate good sportsmanship.</li> <li>● I can effectively receive a ball.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● Why is it important for me to play by the rules during a team sport?</li> <li>● What was challenging for me and how can I improve for next time?</li> <li>● How do I work with my teammates to accomplish a task?</li> </ul>
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Learning Activities: Students will learn through modified lacrosse games and activities to complete their lacrosse unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.

- ❖ Grip and stick safety practice
- ❖ Stationary Cradling
- ❖ Cradling while moving
- ❖ Relay Races
- ❖ Stationary partner passing and receiving
- ❖ Dynamic partner/group passing and receiving
- ❖ Shooting at a target
- ❖ “Everybody’s It”-Focus on stick and ball control

- ❖ “Scramble”
- ❖ Small sided games with/without goalie
- ❖ “Take it Back”
- ❖ “Cops and Robbers”
- ❖ Ultimate Lacrosse
- ❖ Game Play with Sideline Players
- ❖ Lacrosse Modified Games
- ❖ Lacrosse Timeline

8th Topic: Team Handball	Estimated # of Lessons: 5
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can accurately pass to a stationary individual.</li> <li>● I can accurately pass to a moving individual.</li> <li>● I can effectively move into open space.</li> <li>● I can accurately and safely shoot at a goal.</li> <li>● I can effectively and safely defend. <ul style="list-style-type: none"> <li>○ I can identify an opponent.</li> <li>○ I can move and stay with an opponent.</li> <li>○ I can guard, deny, block, and stop my opponent.</li> </ul> </li> <li>● I can effectively communicate and strategize with teammates.</li> <li>● I can demonstrate good sportsmanship.</li> <li>● I can effectively receive a ball.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● Why is it important for me to play by the rules during a team sport?</li> <li>● What was challenging for me and how can I improve for next time?</li> <li>● How do I work with my teammates to accomplish a task?</li> </ul>
<p>Learning Activities: Students will learn through modified team handball games and activities to complete their unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Stationary passing and receiving with a partner/small group</li> <li>❖ Partner passing and receiving while moving</li> <li>❖ Passing and moving to a goal</li> <li>❖ 2v1</li> <li>❖ 3v2</li> <li>❖ <u>Modified Games:</u></li> <li>❖ 3v3</li> <li>❖ 4v4</li> <li>❖ Sideline Game</li> <li>❖ Ultimate Handball</li> </ul>	

- ❖ Coneball
- ❖ Speedball

9th Topic: Tchoukball	Estimated # of Lessons: 5
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can accurately pass to a stationary individual.</li> <li>● I can accurately pass to a moving individual.</li> <li>● I can effectively move into open space.</li> <li>● I can accurately and safely shoot at a goal.</li> <li>● I can effectively and safely defend. <ul style="list-style-type: none"> <li>○ I can identify an opponent.</li> <li>○ I can move and stay with an opponent.</li> <li>○ I can guard, deny, block, and stop my opponent.</li> </ul> </li> <li>● I can effectively communicate and strategize with teammates.</li> <li>● I can demonstrate good sportsmanship.</li> <li>● I can effectively receive a ball.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● Why is it important for me to play by the rules during a team sport?</li> <li>● What was challenging for me and how can I improve for next time?</li> <li>● How do I work with my teammates to accomplish a task?</li> </ul>
<p>Learning Activities: Students will learn through modified Tchoukball games and activities to complete their Tchoukball unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity &amp; games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Stationary throwing and catching</li> <li>❖ Throwing and catching on the move with a partner/small group</li> <li>❖ Passing and moving to the frame</li> <li>❖ Throwing at the frame</li> <li>❖ Catching off the frame</li> <li>❖ <u>Modified Games:</u></li> <li>❖ 3v3</li> <li>❖ 4v4</li> <li>❖ Game Play with Sideline Players</li> <li>❖ <a href="#">Tchoukball Ball Modified game</a></li> <li>❖ Game Play</li> </ul>	

## Unit Overview:

In this unit, students will be challenged to step outside their comfort zones through a series of challenge by choice activities. Students will have opportunities to stretch, problem-solve, face the unexpected, communicate, examine their own assumptions, connect with others, and grow as individuals. Students will also experience a series of low ropes obstacles and climbing challenges throughout Project Adventure ([www.pa.org](http://www.pa.org)) curriculum.

## STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<ol style="list-style-type: none"> <li><b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li><b>Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.</li> <li><b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> </ol>
Understandings	Essential Questions
<p>The way you work with your teammates impacts the quality of your connections and your success.</p> <p>Taking responsible risks and learning from feedback is essential to personal growth and team success.</p>	<ol style="list-style-type: none"> <li>What was challenging for me? The group?</li> <li>How did I contribute to the group's success?</li> <li>What are the benefits of working well as a group?</li> <li>How can I apply this experience to future group experiences?</li> <li>What's my/our goal? What's the plan? How do I know it is working? What adjustments might be needed?</li> </ol>
Knowledge	Skills (Framed as Learning Targets)
<p>The "experiential learning cycle", "challenge by choice", and "full value commitment" can be used in future experiences.</p>	<ul style="list-style-type: none"> <li>I can safely take risks.</li> <li>I can effectively set challenging yet attainable goals for myself and the group.</li> <li>I can effectively communicate with my team.</li> <li>I can be honest with myself and my team</li> </ul>

	<p>about my level of comfort during activities.</p> <ul style="list-style-type: none"> <li>• I can keep myself and others safe.</li> <li>• I can be an active participant in the activity.</li> <li>• I can actively listen, cooperate and compromise with others in a group.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>PA Full Value Self Assessment #1 PA Full Value Self Assessment # 2 PA Assessment</p> <p>Teacher observation Written FVC self assessment Written reflection (utilize essential questions)</p>	<p><b>Challenge Circles Assessment</b> <b>5 Finger self/group assessment</b></p> <p>Peer assessment Self assessment</p>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Project Adventure	Estimated # of Lessons: 8
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>• I can safely take risks.</li> <li>• I can effectively set challenging yet attainable goals for myself and the group.</li> <li>• I can effectively communicate with my team.</li> <li>• I can be honest with myself and my team about my level of comfort during activities.</li> <li>• I can keep myself and others safe.</li> <li>• I can be an active participant in the activity.</li> <li>• I can actively listen, cooperate and compromise with others in a group.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ol style="list-style-type: none"> <li>1. What was challenging for me? The group?</li> <li>2. How did I contribute to the group's success?</li> <li>3. What are the benefits of working well as a group?</li> <li>4. How can I apply this experience to future group experiences?</li> <li>5. What's my/our goal? What's the plan? How do I know it is working? What adjustments might be needed?</li> </ol>
<p>Learning Activities: Students will participate in a series of games, initiatives, and low elements throughout the PA curriculum.</p> <p><b>Day 1: CREATING COMMUNITY</b> *“Gotchya!” Challenge Circles (<i>risk taking, comfort zones, learning about one another, Challenge by choice</i>) Knee Tag</p> <p><b>Day 2. FULL VALUE CONTRACT</b> *Perfect Circle Full Value Contract introduction Wolf Pack</p> <p><b>Day 3. GOAL SETTING</b> *Jump in jump out</p>	



SMARTR Goals

Popcorn

**Day 4. BUILDING TRUST**

\*Look up

Mind Field

*Verbal/nonverbal communication, comfort zones/CBC, support, taking risks, trusting your partner/team*

**Day 5. SPOTTING**

\*Guardian Angel

Trust leans (1 partner, 2 partners, willow in the wind)

Traveling Leaner

Trust Wave

**Day 6. Low Element – Mohawk Walk**

**Day 7. Low Element – Team Triangle**

**Day 8. Low Element – Nitro Crossing**

\*Other activities depending on group's needs:

Up and over wall, teepee shuffle, whale watch, spider web, swinging tires, mohawk walk, team triangle, wild woozie, hitch hiker, nitro crossing/swinging rope, climbing ropes,

Course Name: 6th Grade PE	Unit Title: Lifetime Activities	Est. # of Lessons: 20
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Unit Overview:

In this unit, students will be introduced to a range of lifetime physical activities of sufficient intensity and duration to maximize health benefits, learn why it is important to develop and maintain adequate levels of physical activity/fitness, and develop a knowledge base with the skills necessary to plan and execute personal activity programs.

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual</p>	<ol style="list-style-type: none"> <li><b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li><b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li><b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> </ol>

exhibits responsible personal and social behavior that respects self and others.  <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Understandings	Essential Questions
Engaging in regular physical fitness activities in and out of school leads to improved cardiovascular fitness, endurance, flexibility, muscular strength, and body composition.	<ol style="list-style-type: none"> <li>1. How does physical activity benefit me mentally, physically, socially, and emotionally?</li> <li>2. Was the activity challenging for me?</li> <li>3. What changes can I make to the game or activity more inclusive?</li> </ol>
Knowledge	Skills (Framed as Learning Targets)
Physical activity has numerous physical, social-emotional, and wellness benefits .	<p>Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</p> <p>Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively..</p> <p>Play according to the rules in a positive, constructive, and purposeful way with peers.</p>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
6-8 PE Assessments Teacher observation Class reflection through debriefing Written skill assessment	6-8 PE Assessments Partner peer assessment Self assessment
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Racket Sports	Estimated # of Lessons: 5
<p>Learning Targets:</p> <p>1. Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</p>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How can I develop and maintain adequate levels of physical activity/fitness?</p>

<p>2. Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively..</p> <ul style="list-style-type: none"> <li>● Perform the basic paddle skills</li> <li>● Perform the forehand and backhand lob</li> <li>● Identify the skill cues for the forehand and backhand volleys</li> </ul> <p>3. Play according to the rules in a positive, constructive, and purposeful way with peers.</p> <ul style="list-style-type: none"> <li>● Identify the scoring and gameplay rules of Pickleball.</li> <li>● Work cooperatively with their partner to complete skills activities and game play.</li> <li>● demonstrate good sportsmanship</li> </ul>	<p>What was challenging for me and how can I improve for next time?</p> <p>What can I do to be physically active throughout my life?</p>
<p>Learning Activities: Students will learn through skill practice, modified games and activities Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Can Jam assist</li> <li>❖ Skinny Singles</li> <li>❖ “Dingles”</li> <li>❖ “See Ya”</li> <li>❖ King of the court</li> <li>❖ Pickleball 4-square</li> <li>❖ 1v1</li> <li>❖ 2v2</li> <li>❖ Tournament play - singles/doubles</li> <li>❖ “Ice Cream Cone” -<a href="#">Ice cream Cone Drill</a></li> <li>❖ Badminton Timeline-<a href="#">Suggested timeline</a></li> </ul>	
<p>Second Topic: Fitness</p>	<p>Estimated # of Lessons: 5-6</p>
<p>Learning Targets:</p> <ol style="list-style-type: none"> <li>1. Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</li> </ol>	<p>Essential Questions:</p> <p>How can I develop and maintain adequate levels of physical activity/fitness?</p> <p>What was challenging for me and how can I improve</p>

<p>2. Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively.</p> <ul style="list-style-type: none"> <li>● Perform the basic cardiovascular activities</li> <li>● Perform the basic flexibility activities</li> <li>● Perform the basic muscular strength activities</li> <li>● Perform the basic endurance activities</li> </ul> <p>3. Participate according to the rules in a positive, constructive, and purposeful way with peers.</p> <ul style="list-style-type: none"> <li>● Identify the safety guidelines of the fitness room.</li> <li>● Work cooperatively with their partner to complete fitness plans.</li> <li>● Demonstrate a positive attitude</li> </ul>	<p>for next time?</p> <p>What can I do to be physically active throughout my life?</p>
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Learning Activities: Students will learn through games and activities at various intensity levels. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity & games, and debrief time.

- ❖ Pre-assessments -CT Physical Fitness test-preparation, peer observation for form; teacher observation and formal testing
- ❖ Muscular Strength and Endurance-90 degree push up; partial curl up
- ❖ Cardiovascular endurance- mile run/walk; 20 Meter PACER
- ❖ Flexibility- Modified sit & reach
- ❖ Mid year checks on Fitness levels- peer and teacher directed
- ❖ Peer checks on fitness levels ( at various times during the term)
- ❖ “Fitness weeks”- focus on one or more Fitness component(s). Reflect on activity and the fitness component(s)
- ❖ Fitness Room Review-rules/safety/care and use of equipment
- ❖ Exercise logs
- ❖ 20 Meter PACER challenges-individual and team (groups of 4 strive to reach a number of PACERS as a team)
- ❖ Fitness room
- ❖ Fitness Activities/Games-Fitness dodgeball (players perform exercises to return to game); Fitness Jenga (perform exercise on block); Twister
- ❖ Dance/Creative Movement
- ❖ Just Dance video activities
- ❖ Fitness Activity options- Ga Ga; Net games; Team games; Dodgeball games; Scooter activities and games; Rope Climbing and Swinging challenges on Indoor Ropes
- ❖ ONNIT fitness activities

Third Topic: Stenger/Outdoor Adventure	Estimated # of Lessons: 5-6
<p>Learning Targets:</p> <ol style="list-style-type: none"> <li>1. Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</li> <li>2. Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively.. <ul style="list-style-type: none"> <li>● Perform “Leave No Trace 7 Principles” of safe hiking</li> <li>● Respect and take care of nature and ecosystems</li> </ul> </li> <li>3. Participate according to the rules in a positive, constructive, and purposeful way with peers. <ul style="list-style-type: none"> <li>● Make appropriate adjustments based on personal or group interests or abilities to ensure safety during selected activities</li> </ul> </li> </ol>	<p>Essential Questions:</p> <p>How can I develop and maintain adequate levels of physical activity/fitness?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>What can I do to be physically active throughout my life?</p>
<p>Learning Activities: Students will learn through games and activities to complete their Stenger/Outdoor Adventure unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity &amp; games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Rules of Hiking at Stenger Farm Contract</li> <li>❖ Stenger Student Contract</li> <li>❖ Teach the Leave No Trace Seven Principles of Safe Hiking Contract</li> <li>❖ Leave No Trace Contract</li> <li>❖ Hiking Trails with Compass</li> <li>❖ Compass Reading Activity</li> <li>❖ Finding Objects Using Compass Bearings/Pacing Geometry</li> <li>❖ Habitat Game-”What 4 things are required for a HABITAT?</li> <li>❖ “Invaders Game” (from Project Wet textbook listed below)</li> <li>❖ “Migrating Amphibians”-resource below</li> <li>❖ Trail Marking Identification</li> <li>❖ Sensory Stenger (Flash card activity)-5 Sensory cards handed out to students. Card is called out by teacher- student must describe-links below <ul style="list-style-type: none"> <li>➢ Smell-”Close your eyes- what do you smell?</li> <li>➢ Hear- ”Close your eyes-What do you hear?”</li> <li>➢ Look- ”Find something soft”</li> </ul> </li> </ul>	

- Stop! Close your eyes-"How would you describe the trail to someone who can't see?"
- Stop!-Look-"Get a bug's eye view"
- ❖ Tag Games (Fun tag games to play while you're hiking-taken from Project Adventure activities)
- ❖ "Take a Hike" Scavenger hunt (at home activity, used as Distance Learning assignment) OR modify to use at Stenger (link below)
- ❖ Stenger Games- Predator vs Prey
- ❖ Flash Flood (Trail game) link below
- ❖ Camouflage (Trail Game) link below
- ❖ Hiking Trail Games
- ❖ Fitness: Step count by trail students use phones (with teacher permission) to count steps during class for each trail
- ❖ Indoor Lesson- use of fitness room ("Virtual Stenger") or gym space-
- ❖ Indoor Stenger lessons-Virtual Stenger or Survival game
- ❖ Use of Technology -permitting use of cell phones for activities- (Step app; Photos while Hiking at Stenger, apps on phone for calculating distance; compass app)
- ❖ \*\*\*Include Project Adventure Cooperative games & challenges
- ❖ List the major learning events and activities the teacher engages the students in. Reference Bloom's level
- ❖ Resources (PPTs, Textbooks, Articles, Graphic Organizers, Visual aid etc.):
- ❖ (Include hyperlinks)
- ❖ Project Wet-PPG. 263-269 -Invaders! ( p. 267)
- ❖ The Physical Education Handbook-Orienteering, ppg 235-243
- ❖ Using Compass Bearings 22; Pacing Geometry. 21
- ❖ It's Not Just Gym Anymore- Chapter 9-Outdoor Adventure
- ❖ Stenger Assessment
- ❖ Take a Hike Scavenger Hike

Forth Topic: Recreational games	Estimated # of Lessons: 15
<p>Learning Targets:</p> <p>Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</p> <p>Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively.</p> <ul style="list-style-type: none"> <li>● Perform the basic skills for specific rec games</li> <li>● Identify the skill cues for specific rec games</li> </ul> <p>Play according to the rules in a positive, constructive, and purposeful way with peers.</p>	<p>Essential Questions:</p> <p>How can I develop and maintain adequate levels of physical activity/fitness?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>What can I do to be physically active throughout my life?</p>

<ul style="list-style-type: none"> <li>● Identify the scoring and gameplay rules of dodgeball, swat ball, MacDougal ball, Capture the flag, scooter games, lawn games, archery, etc.</li> <li>● Work cooperatively with a partner or team to complete skills activities and game play.</li> <li>● Demonstrate good sportsmanship</li> </ul>	
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<p>Learning Activities: Students will learn through skill practice, modified games and activities. Each activity/game includes Instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Swat Ball</li> <li>❖ MacDougal Ball</li> <li>❖ Capture Flag</li> <li>❖ Tag games- noodle, everybody is it, pop up etc</li> <li>❖ Scooter Games</li> <li>❖ Disc Golf</li> <li>❖ KanJam</li> <li>❖ Corn Hole</li> <li>❖ Ladder Ball</li> <li>❖ Dice Ball</li> <li>❖ Spike Ball</li> <li>❖ Archery</li> <li>❖ Dodgeball</li> <li>❖ Battleship</li> <li>❖ Mat ball/Kickball</li> <li>❖ Tennis Baseball/Wiffle Ball</li> <li>❖ Alfonso Ball</li> <li>❖ Croquet</li> <li>❖ Bocce</li> </ul>
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Fifth Topic: Creative Movement	
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Fifth Topic: Creative Movement	Estimated # of Lessons: 3
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can engage in physical activity outside of school to challenge my fitness level and promote personal wellness.</li> <li>● I can demonstrate different movement patterns safely and participate in physical activities efficiently and effectively.</li> <li>● I can perform a series of dance movements.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How can I develop and maintain adequate levels of physical activity/fitness?</li> <li>● What was challenging for me and how can I improve for next time?</li> <li>● What can I do to be physically active</li> </ul>

<ul style="list-style-type: none"> <li>● I can perform different locomotor patterns.</li> <li>● I can perform a series of Gymnastic movements.</li> <li>● I can perform skills according to the safety cues in a positive, constructive, and purposeful way with peers.</li> </ul>	<p>throughout my life?</p>
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Learning Activities: Students will learn through movement activities. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity & games, and debrief time.

- ❖ Teach a series of Dance Routines
- ❖ Just Dance
- ❖ Demonstrate correct technique for one performance activity; engage in learning dance fundamentals- demonstrate correct pattern and rhythm for one dance form
- ❖ Proper Warm up
- ❖ Explanation of dance/ creative movement
- ❖ Explanation/examples of planning the movement routine
- ❖ Movement resource handouts: to review & practice
- ❖ Practice / Preview various movement forms, tumbling, stunts, dance patterns
- ❖ Teacher directed dance/rhythm routines
- ❖ Technology driven dance routines
- ❖ Plan, practice, perform routines



## Unit Overview:

In this unit, students will work individually and cooperatively to strengthen sport specific skills that are integrated into team play. Students will continue to develop and work on social/emotional skills through partner and small group games and activities.

## STAGE 1: DESIRED RESULTS

## Established Goals

**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 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**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.

## Transfer Goals

1. **Communication:** Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language
2. **Responsible Citizenship:** Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.
3. **Self Direction:** Demonstrates improved physical performance in skills and movement patterns.

## Understandings

Including others on your team creates opportunities for skill improvement, strategy, and success.

Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.

Communication impacts a team and or individual performance.

## Essential Questions

1. What was challenging for me?
2. How can I improve for next time?
3. How do I work with my teammates to accomplish a task?

Knowledge	Skills (Framed as Learning Targets)
<p>Skill cues for selected team sports.</p> <p>Rules of selected team sports.</p> <p>Strategies related to specific team sports.</p> <p>The importance of effective communication, cooperation, sportsmanship skills during team sports.</p>	<p>I can accurately throw to a stationary or moving target.</p> <p>I can effectively move into open space.</p> <p>I can accurately shoot at a target.</p> <p>I can effectively and safely defend.</p> <p>I can effectively serve and strike an object.</p> <p>I can effectively manipulate equipment in a safe fashion.</p> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive and catch.</p>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p><a href="#">6-8 PE Assessments</a></p> <p>Teacher observation</p> <p>Written skill and rule comprehension assessment</p> <p>Self assessment on learning targets</p>	<p><a href="#">6-8 PE Assessments</a></p> <p>Peer assessment</p> <p>Self assessment on learning targets</p> <p>Class reflection through debriefing using essential questions 1 and 2</p>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Basketball	Estimated # of Lessons: 5
<p>Relevant Learning Targets (from Stage 1) :</p> <p>I can accurately throw to a stationary individual.</p> <p>I can accurately throw to a moving individual.</p> <p>I can effectively move into open space.</p> <p>I can accurately shoot at the hoop.</p>	<p>Relevant Essential Questions (from Stage 1):</p> <p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>

<p>I can effectively and safely defend.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, block, and stop my opponent</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive/catch while stationary.</p> <p>I can effectively receive/catch on the move.</p>	
<p>Learning Activities: Students will learn through modified basketball games and activities to complete their soccer unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity &amp; games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Ball Handling-Mirror drill</li> <li>❖ “Everybody’s It” dribbling game</li> <li>❖ Partner/Group drills/relays dribbling</li> <li>❖ “Basketball Mania” shooting game</li> <li>❖ “Knockout”</li> <li>❖ “Make it Take it”</li> <li>❖ “Around the World”</li> <li>❖ “Money Ball”</li> <li>❖ “L-A-N-C-E-R” “H-O-R-S-E”</li> <li>❖ 1 v 1</li> <li>❖ 2 v 1</li> <li>❖ 2 v 2</li> <li>❖ 3 v 3</li> <li>❖ <a href="#">3 v 3 sideline game</a></li> <li>❖ “You Make the Call” modified game (call a game situation- 2v1, 2v2 etc.)</li> <li>❖ <a href="#">Passing drills</a></li> <li>❖ ½ court sideline games</li> <li>❖ Full Court sideline games</li> <li>❖ Tournament Play</li> </ul>	
<p>Second Topic: Soccer</p>	<p>Estimated # of Lessons: 5</p>
<p>Learning Targets:</p> <p>I can accurately pass to a stationary individual.</p> <p>I can accurately pass to a moving individual.</p>	<p>Essential Questions:</p> <p>Why is it important for me to play by the rules during a team sport?</p>

<p>I can effectively move into open space.</p> <p>I can accurately shoot on goal.</p> <p>I can effectively communicate and strategize with teammates.</p> <p>I can effectively and safely defend.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, block, and stop my opponent</li> </ol> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive and control a soccer ball.</p>	<p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
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Learning Activities: Students will learn through modified soccer games and activities to complete their soccer unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity & games, and debrief time.

- ❖ Solo skill practice-juggling, trapping, dribbling
- ❖ Partners skill practice-trapping/controlling/passing
- ❖ Small group passing
- ❖ Small group games
- ❖ Keep Away
- ❖ “Everybody’s It”- dribble/control ball/protect ball
- ❖ “Sharks & Minnows”
- ❖ Knock Out
- ❖ Bull Dog
- ❖ Small sided/modified games
- ❖ 2v2
- ❖ 3v3
- ❖ Shooting/Passing at targets-pins, cones, small goals
- ❖ Sideline games
- ❖ [SOCCI](#)

Third Topic: Flag Football	Estimated # of Lessons: 5
<p>Learning Targets:</p> <p>I can accurately pass to a stationary individual.</p> <p>I can accurately pass to a moving individual.</p>	<p>Essential Questions:</p> <p>Why is it important for me to play by the rules during a team sport?</p>

<p>I can effectively move into open space.</p> <p>I can effectively and safely defend an opponent.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, block, and stop my opponent</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively catch a football.</p>	<p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p> <p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
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<p>Learning Activities: Students will learn through modified football games and activities to complete their football unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Carrying football properly when running- Chasing &amp; fleeing games carrying football</li> <li>❖ Partner passing: stationary and moving</li> <li>❖ Passing games with footballs and various size balls (Capture the flag games incorporating throwing)</li> <li>❖ <a href="#">Passing Pattern Partner Drill</a></li> <li>❖ <a href="#">"Razzle Dazzle"</a> throwing and defending game</li> <li>❖ Position drills-quarterback/receiver/center/defenders</li> <li>❖ Defensive positioning</li> <li>❖ Small group drills with/without defender</li> <li>❖ Punting skills</li> <li>❖ Modified football games</li> <li>❖ <a href="#">4 Down Football</a></li> <li>❖ "Football Bingo"-<a href="#">Football Bingo Game</a></li> <li>❖ Passing Game-<a href="#">Pass for Points</a></li> <li>❖ <a href="#">Extreme football description</a></li> <li>❖ Football suggested timeline-<a href="#">Football Timeline</a></li> </ul>	
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<p>Fourth Topic: Floor Hockey</p>	<p>Estimated # of Lessons: 5</p>
<p>Learning Targets:</p> <p>I can demonstrate safe stick handling</p> <ol style="list-style-type: none"> <li>1. Dribbling</li> <li>2. Shooting</li> <li>3. Passing &amp; receiving</li> </ol>	<p>Essential Questions:</p> <p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve</p>

<p>I can accurately pass to a stationary individual.</p> <p>I can accurately pass to a moving individual.</p> <p>I can effectively move into open space.</p> <p>I can accurately and safely shoot at a goal.</p> <p>I can effectively and safely defend.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, block, and stop my opponent</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive and control a puck or ball.</p>	<p>for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
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Learning Activities: Students will learn through modified hockey games and activities to complete their floor hockey unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.

- ❖ Grip and stick safety practice
- ❖ Stationary puck movement
- ❖ Moving with the puck
- ❖ Relay Races
- ❖ Stationary partner passing and receiving
- ❖ Dynamic partner/group passing and receiving
- ❖ Wrist shot at target practice
- ❖ Movement and control of puck/ball
- ❖ “Everybody’s It” with stick and puck control
- ❖ “Scramble”- Multiple goal/goalie practice and safe shooting on goal
- ❖ Small sided games with/without goalie
- ❖ Zone Hockey (to create spacing)
- ❖ Sideline Hockey

Fifth Topic: Volleyball	Estimated # of Lessons: 5
Learning Targets:	Essential Questions:

<p>I can accurately pass to a stationary target.</p> <ol style="list-style-type: none"> <li>1. Set</li> <li>2. Bump</li> </ol> <p>I can effectively move into open space.</p> <p>I can accurately serve over a net.</p> <ol style="list-style-type: none"> <li>1. Underhand</li> <li>2. Overhand</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive a pass with control in volleyball.</p> <ol style="list-style-type: none"> <li>1. Set</li> <li>2. Bump</li> <li>3. Spike</li> </ol>	<p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
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Learning Activities: Students will learn through modified volleyball games and activities to complete their volleyball unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.

- ❖ Self setting
- ❖ Self bumping
- ❖ Serving
- ❖ Spiking
- ❖ Setting/bumping with a partner
- ❖ Partner volleying practice
- ❖ Serving to partner
- ❖ Receiving the serve by setting or bumping
- ❖ Serving games
- ❖ [“Dead Fish”](#)
- ❖ 2v2
- ❖ 3v3
- ❖ 4 v 4
- ❖ 6 v 6
- ❖ “King of the Court”
- ❖ [Newcomb](#)
- ❖ Foursquare Volleyball
- ❖ Modified game play
- ❖ Tournament Play
- ❖ Omnikin ball
- ❖ “Heads Up” Volleyball with ‘Look Up’ Net

Sixth Topic: Ultimate Frisbee	Estimated # of Lessons: 5
<p>Learning Targets:</p> <p>I can accurately pass to a stationary individual.</p> <p>I can accurately pass to a moving individual.</p> <p>I can effectively move into open space.</p> <p>I can effectively and safely defend an opponent.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, and stop my opponent</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively catch a frisbee.</p>	<p>Essential Questions:</p> <p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
<p>Learning Activities: Students will learn through modified frisbee games and activities to complete their frisbee unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Different grip techniques &amp; form practice (forehand/backhand)</li> <li>❖ Stationary passing and receiving with a partner/small group</li> <li>❖ Partner passing and receiving while moving</li> <li>❖ KanJam</li> <li>❖ 2 V 1</li> <li>❖ 3 V 1</li> <li>❖ 5 V 5</li> <li>❖ <a href="#">Ultimate Frisbee</a></li> <li>❖ Modified team games</li> </ul>	

Seventh Topic: Lacrosse	Estimated # of Lessons: 5
<p>Learning Targets:</p> <p>I can demonstrate safe stick handling</p> <ol style="list-style-type: none"> <li>1. Cradling/ moving</li> </ol>	<p>Essential Questions:</p> <p>Why is it important for me to play by the rules during a team sport?</p>



<p>2. Passing &amp; receiving 3. Shooting</p> <p>I can accurately pass to a stationary individual.</p> <p>I can accurately pass to a moving individual.</p> <p>I can effectively move into open space.</p> <p>I can accurately and safely shoot at a goal.</p> <p>I can effectively and safely defend.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, block, and stop my opponent</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive a ball.</p>	<p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
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Learning Activities: Students will learn through modified lacrosse games and activities to complete their lacrosse unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.

- ❖ Grip and stick safety practice
- ❖ Stationary Cradling
- ❖ Cradling while moving
- ❖ Relay Races
- ❖ Stationary partner passing and receiving
- ❖ Dynamic partner/group passing and receiving
- ❖ Shooting at target practice
- ❖ “Everybody’s It”-focus on stick and ball control
- ❖ “Scramble”
- ❖ Small sided games with/without goalie
- ❖ “Take it Back”
- ❖ “Cops and Robbers”
- ❖ Ultimate Lacrosse
- ❖ [Lacrosse Modified Games](#)
- ❖ [Lacrosse Timeline](#)

8th Topic: Team Handball	Estimated # of Lessons: 5

<p><b>Learning Targets:</b></p> <p>I can accurately throw to a stationary individual.</p> <p>I can accurately throw to a moving individual.</p> <p>I can effectively move into open space.</p> <p>I can accurately shoot at the hoop/goal.</p> <p>I can effectively and safely defend</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, block, and stop my opponent</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive/catch while stationary.</p> <p>I can effectively receive/catch on the move.</p>	<p><b>Essential Questions:</b></p> <p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
<p><b>Learning Activities:</b> Students will learn through modified team handball games and activities to complete their unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Stationary passing and receiving with a partner/small group</li> <li>❖ Partner passing and receiving while moving</li> <li>❖ Passing and moving to a goal</li> <li>❖ Modified Games: <ul style="list-style-type: none"> <li>➢ 2 v 1</li> <li>➢ 3 v 2</li> <li>➢ ½ Half Court games( Indoor games)</li> <li>➢ Keep Away games -Sharks and Minnows</li> </ul> </li> <li>❖ Small sided games: <ul style="list-style-type: none"> <li>❖ 3v3</li> <li>❖ 4v4</li> <li>❖ Game Play with Sideline Players</li> <li>❖ <a href="#">Ultimate Handball</a></li> <li>❖ <a href="#">Team Handball modified game</a></li> <li>❖ Speedball</li> </ul> </li> </ul>	

Ninth Topic: Tchoukball	Estimated # of Lessons: 5
<p>Learning Targets:</p> <p>I can accurately pass to a stationary individual.</p> <p>I can accurately pass to a moving individual.</p> <p>I can effectively move into open space.</p> <p>I can accurately and safely shoot at a goal.</p> <p>I can effectively and safely defend.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, block, and stop my opponent</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive a ball.</p>	<p>Essential Questions:</p> <p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
<p>Learning Activities: Students will learn through modified Tchoukball games and activities to complete their Tchoukball unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity &amp; games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Stationary throwing and catching</li> <li>❖ Throwing and catching on the move with a partner/small group</li> <li>❖ Passing and moving to the frame</li> <li>❖ Throwing at the frame</li> <li>❖ Catching off the frame</li> <li>❖ <u>Modified Games:</u></li> <li>❖ 3v3</li> <li>❖ 4v4</li> <li>❖ Game Play with Sideline Players</li> <li>❖ <a href="#">Tchoukball Ball Modified game</a></li> <li>❖ Game Play</li> </ul>	

## Unit Overview:

In this unit, students will be challenged to step outside their comfort zones through a series of challenge by choice activities. Students will have opportunities to stretch, problem-solve, face the unexpected, communicate, examine their own assumptions, connect with others, and grow as individuals. Students will also experience a series of low ropes obstacles and climbing challenges throughout Project Adventure Curriculum. <https://www.pa.org/>

## STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<ol style="list-style-type: none"> <li><b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li><b>Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.</li> <li><b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> </ol>
Understandings	Essential Questions
<p>The way you work with your teammates impacts the quality of your connections and your success.</p> <p>Taking responsible risks and learning from feedback is essential to personal growth and team success.</p>	<ol style="list-style-type: none"> <li>What was challenging for me? The group?</li> <li>How did I contribute to the group's success?</li> <li>What are the benefits of working well as a group?</li> <li>How can I apply this experience to future group experiences?</li> <li>What's my/our goal? What's the plan? How do I know it is working? What adjustments might be needed?</li> </ol>
Knowledge	Skills (Framed as Learning Targets)
<p>The "experiential learning cycle", "challenge by choice", and "full value commitment" can be used in future experiences.</p>	<p>I can safely take risks.</p> <p>I can effectively set challenging yet attainable goals</p>

	<p>for myself and the group.</p> <p>I can effectively communicate with my team.</p> <p>I can be honest with myself and my team about my level of comfort during activities.</p> <p>I can keep myself and others safe.</p> <p>I can be an active participant in the activity.</p> <p>I can actively listen, cooperate and compromise with others in a group.</p>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
<p><a href="#">PA Full Value Self Assessment #1</a>  <a href="#">PA Full Value Self Assessment # 2</a>  <a href="#">PA Assessment</a></p> <p>Teacher observation            Written FVC self assessment            Written reflection (utilize essential questions)</p>	<p><a href="#">Challenge Circles Assessment</a>  <a href="#">5 Finger self/group assessment</a></p> <p>Peer assessment            Self assessment</p>

**STAGE 3: LEARNING PLAN**

First Topic: Project Adventure	Estimated # of Lessons: 8
<p>Relevant Learning Targets (from Stage 1) :</p> <p>I can safely take risks.</p> <p>I can effectively set challenging yet attainable goals for myself and the group.</p> <p>I can effectively communicate with my team.</p> <p>I can be honest with myself and my team about my level of comfort during activities.</p> <p>I can keep myself and others safe.</p> <p>I can be an active participant in the activity.</p> <p>I can actively listen, cooperate and compromise with others in a group.</p>	<p>Relevant Essential Questions (from Stage 1):</p> <ol style="list-style-type: none"> <li>1. What was challenging for me? The group?</li> <li>2. How did I contribute to the group's success?</li> <li>3. What are the benefits of working well as a group?</li> <li>4. How can I apply this experience to future group experiences?</li> <li>5. What's my/our goal? What's the plan? How do I know it is working? What adjustments might be needed?</li> </ol>

Learning Activities: Students will participate in a series of games, initiatives, and low elements throughout the PA curriculum.

**Day 1. CREATING COMMUNITY**

\*Count Up!

Review PA philosophy- Creating community, CBC, Risk taking, building trust, FVC.

Challenge circles

Blob tag

**Day 2. FULL VALUE CONTRACT**

Be honest, be safe, let go & move on, take care of each other

\*Human Knot

Asteroids

**Day 3. GOAL SETTING**

SMARTR GOALS

\*Group Juggle

Fill the Basket

**Day 4. RISK TAKING & BUILDING TRUST**

Risk taking, dependence on others, communication

\*Count Up

Beanie Baby Challenge (blindfold activity)

**Day 5. SPOTTING**

\*Guardian Angel

Trust leans (1 partner, 2 partners, willow in the wind)

Traveling Leaner

Trust Wave

**Day 6. Teepee Shuffle**

**Day 7. Swinging Tires**

**DAY 8. Wildwoozie**

\*Other activities depending on group's needs:

Up and over wall, teepee shuffle, whale watch, spider web, swinging tires, mohawk walk, team triangle, wild woozie, hitch hiker, nitro crossing/swinging rope, climbing ropes

Course Name: 7th Grade PE		Unit Title: Lifetime Activities		Est. # of Lessons: 20	
<p>Unit Overview:</p> <p>In this unit, students will continue to explore a range of lifetime physical activities of sufficient intensity and duration to maximize health benefits, learn why it is important to develop and maintain adequate levels of physical activity/fitness and develop a knowledge base with the skills necessary to plan and execute personal activity programs.</p>					
STAGE 1: DESIRED RESULTS					
Established Goals			Transfer Goals		
<p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>			<ol style="list-style-type: none"> <li><b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li><b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li><b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> </ol>		
Understandings			Essential Questions		
<p>Engaging in regular physical fitness activities in and out of school leads to improved cardiovascular fitness, endurance, flexibility, muscular strength, and body composition.</p>			<ol style="list-style-type: none"> <li>How does physical activity benefit me mentally, physically, socially, and emotionally?</li> <li>Was the activity challenging for me?</li> <li>What changes can I make to the game or activity more inclusive?</li> </ol>		

Knowledge	Skills (Framed as Learning Targets)
Physical activity has numerous physical, social-emotional, and wellness benefits .	<p>Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</p> <p>Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively..</p> <p>Play according to the rules in a positive, constructive, and purposeful way with peers.</p>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<u>6-8 PE Assessments</u> Teacher observation Class reflection through debriefing Written skill assessment	<u>6-8 PE Assessments</u> Partner peer assessment Self-assessment
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Racket Sports	Estimated # of Lessons: 5
<p>Learning Targets:</p> <ol style="list-style-type: none"> <li>Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</li> <li>Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively..             <ul style="list-style-type: none"> <li>Perform intermediate paddle skills</li> <li>Perform the forehand and backhand lob in a game</li> <li>Review and discuss skill cues for the forehand and backhand volleys</li> </ul> </li> <li>Play according to the rules in a positive, constructive, and purposeful way with peers.             <ul style="list-style-type: none"> <li>Review and discuss the scoring and gameplay rules of Pickleball.</li> <li>Work cooperatively with their partner to complete skill activities and gameplay.</li> <li>Demonstrate good sportsmanship</li> </ul> </li> </ol>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How can I develop and maintain adequate levels of physical activity/fitness?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>What can I do to be physically active throughout my life?</p>



Learning Activities:

Students will learn through skill practice, modified games, and activities. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.

- ❖ Can Jam assist
- ❖ Skinny Singles
- ❖ “Dingles”
- ❖ “See Ya”
- ❖ King of the court
- ❖ Pickleball 4-square
- ❖ 1 v 1
- ❖ 2 v 2
- ❖ Tournament play - singles/doubles
- ❖ “Ice Cream Cone” - [Ice cream Cone Drill](#)
- ❖ Badminton Timeline- [Suggested timeline](#)

YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT

Second Topic: Fitness

Estimated # of Lessons: 5-6

Learning Targets:

1. Engage in physical activity outside of school to challenge my fitness level and promote personal wellness
2. Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively.
  - Perform the intermediate cardiovascular activities
  - Perform the intermediate flexibility activities
  - Perform the intermediate muscular strength activities
  - Perform the intermediate endurance activities
3. Participate according to rules in a positive, constructive, and purposeful way with peers.
  - Review the safety guidelines of the fitness room.
  - Work cooperatively with their partner to complete fitness plans.

Essential Questions:

- How can I develop and maintain adequate levels of physical activity/fitness?
- What was challenging for me and how can I improve for next time?
- What can I do to be physically active throughout my life?

<ul style="list-style-type: none"> <li>● Demonstrate a positive attitude</li> </ul>	
<p>Learning Activities: Students will learn through games and activities at various intensity levels. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity &amp; games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Pre-assessments -CT Physical Fitness test-preparation, peer observation for form; teacher observation and formal testing</li> <li>❖ Muscular Strength and Endurance-90 degree push up; partial curl up</li> <li>❖ Cardiovascular endurance- mile run/walk; 20 Meter PACER</li> <li>❖ Flexibility- Modified sit &amp; reach</li> <li>❖ Mid year checks on Fitness levels- peer and teacher directed</li> <li>❖ Peer checks on fitness levels ( at various times during the term)</li> <li>❖ “Fitness weeks”- focus on one or more Fitness component(s). Reflect on activity and the fitness component(s)</li> <li>❖ Fitness Room Review-rules/safety/care and use of equipment</li> <li>❖ Exercise logs</li> <li>❖ 20 Meter PACER challenges-individual and team (groups of 4 strive to reach a number of PACERS as a team)</li> <li>❖ Fitness room</li> <li>❖ Fitness Activities/Games-Fitness dodgeball (players perform exercises to return to game); Fitness Jenga (perform exercise on block); Twister</li> <li>❖ Dance/Creative Movement</li> <li>❖ Just Dance video activities</li> <li>❖ Fitness Activity options- Ga Ga; Net games; Team games; Dodgeball games; Scooter activities and games; Rope Climbing and Swinging challenges on Indoor Ropes</li> </ul>	

YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT	
Third Topic: Stenger/Outdoor Adventure	Estimated # of Lessons: 5-6
<p>Learning Targets:</p> <ol style="list-style-type: none"> <li>1. Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</li> <li>2. Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively.. <ul style="list-style-type: none"> <li>● Perform “Leave No Trace 7 Principles” of safe hiking</li> <li>● Respect and take care of nature and ecosystems</li> </ul> </li> </ol>	<p>Essential Questions:</p> <p>How can I develop and maintain adequate levels of physical activity/fitness?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>What can I do to be physically active throughout my life?</p>

3. Participate according to the rules in a positive, constructive, and purposeful way with peers.
  - Make appropriate adjustments based on personal or group interests or abilities to ensure safety during selected activities

Learning Activities: Students will learn through games and activities to complete their Stenger/Outdoor Adventure unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity & games, and debrief time.

- ❖ Rules of Hiking at Stenger Farm Contract
- ❖ [Stenger Student Contract](#)
- ❖ Teach the Leave No Trace Seven Principles of Safe Hiking Contract
- ❖ [Leave No Trace Contract](#)
- ❖ Hiking Trails with Compass
- ❖ [Compass Reading Activity](#)
- ❖ Finding Objects Using Compass Bearings/Pacing Geometry
- ❖ [Habitat Game](#)-“What 4 things are required for a HABITAT?”
- ❖ “Invaders Game” (from Project Wet textbook listed below)
- ❖ “Migrating Amphibians”-resource below
- ❖ Trail Marking Identification
- ❖ Sensory Stenger (Flash card activity)-5 Sensory cards handed out to students. Card is called out by teacher- student must describe-links below
  - Smell- "Close your eyes- what do you smell?"
  - Hear- "Close your eyes-What do you hear?"
  - Look- "Find something soft"
  - Stop! Close your eyes- "How would you describe the trail to someone who can't see?"
  - Stop!-Look-"Get a bug's eye view"
- ❖ Tag Games (Fun tag games to play while you're hiking-taken from Project Adventure activities)
- ❖ “Take a Hike” Scavenger hunt (at home activity, used as Distance Learning assignment) OR modify to use at Stenger (link below)
- ❖ Stenger Games- Predator vs Prey
- ❖ [Stenger Games-Predator vs Prey!!!](#)
- ❖ Flash Flood (Trail game) link below
- ❖ Camouflage (Trail Game) link below
- ❖ [Hiking Trail Games](#)
- ❖ Fitness: Step count by trail students use phones (with teacher permission) to count steps during class for each trail
- ❖ Indoor Lesson- use of fitness room (“Virtual Stenger”) or gym space-
- ❖ [Indoor Stenger lessons-Virtual Stenger or Survival game](#)
- ❖ Use of Technology -permitting use of cell phones for activities- (Step app; Photos while Hiking at Stenger, apps on phone for calculating distance; compass app)
- ❖ \*\*\*Include Project Adventure Cooperative games & challenges
- ❖ List the major learning events and activities the teacher engages the students in. Reference Bloom's level
- ❖ Resources (PPTs, Textbooks, Articles, Graphic Organizers, Visual aid etc.):
- ❖ (Include hyperlinks)

- ❖ [Project Wet-PPG. 263-269 -Invaders! \( p. 267\)](#)
- ❖ [The Physical Education Handbook-Orienteering, ppg 235-243](#)
- ❖ [Using Compass Bearings 22; Pacing Geometry. 21](#)
- ❖ [It's Not Just Gym Anymore- Chapter 9-Outdoor Adventure](#)
- ❖ [Stenger Assessment](#)
- ❖ [Take a Hike Scavenger Hike](#)

**YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT**

Forth Topic: Recreational games	Estimated # of Lessons: 15
<p>Learning Targets:</p> <p>Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</p> <p>Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively.</p> <ul style="list-style-type: none"> <li>● Perform the intermediate skills for specific rec games</li> <li>● Review the skill cues for specific rec games</li> </ul> <p>Play according to the rules in a positive, constructive, and purposeful way with peers.</p> <ul style="list-style-type: none"> <li>● Identify the scoring and gameplay rules of dodgeball, swat ball, MacDougal ball, Capture the flag, scooter games, lawn games, archery, etc.</li> <li>● Work cooperatively with a partner or team to complete skill activities and gameplay.</li> <li>● Demonstrate good sportsmanship</li> </ul>	<p>Essential Questions:</p> <p>How can I develop and maintain adequate levels of physical activity/fitness?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>What can I do to be physically active throughout my life?</p>
<p>Learning Activities: Students will learn through skill practice, modified games and activities. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Swat Ball</li> <li>❖ MacDougal Ball</li> <li>❖ Capture Flag</li> <li>❖ Tag games- noodle, everybody is it, pop up etc</li> <li>❖ Scooter Games</li> <li>❖ Disc Golf</li> </ul>	

- ❖ KanJam
- ❖ Corn Hole
- ❖ Ladder Ball
- ❖ Dice Ball
- ❖ Spike Ball
- ❖ Archery
- ❖ Dodgeball
- ❖ Battleship
- ❖ Mat ball/Kickball
- ❖ Tennis Baseball/Wiffle Ball
- ❖ Alfonso Ball
- ❖ Croquet
- ❖ Bocce

Fifth Topic: Creative Movement	
<p>Fifth Topic: Creative Movement</p>	<p>Estimated # of Lessons: 3</p>
<p>Learning Targets:</p> <ol style="list-style-type: none"> <li>1. Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</li> <li>2. Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively.               <ul style="list-style-type: none"> <li>● In self-selected activity, follow and perform several dance or rhythmic activities</li> <li>● Perform different locomotor patterns</li> <li>● Perform a series of Gymnastic movements</li> </ul> </li> <li>3. Perform skills according to the safety cues in a positive, constructive, and purposeful way with peers.</li> </ol>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How can I develop and maintain adequate levels of physical activity/fitness?</li> <li>● What was challenging for me and how can I improve for next time?</li> <li>● What can I do to be physically active throughout my life?</li> </ul>
<p>Learning Activities: Students will learn through movement activities. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity &amp; games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Teach a series of Dance Routines</li> <li>❖ Just Dance</li> <li>❖ In self-selected activity, follow and perform several dance or rhythmic activities</li> <li>❖ Proper Warm up</li> <li>❖ Explanation of dance/creative movement</li> <li>❖ Explanation/examples of planning the movement routine</li> </ul>	

- ❖ Movement resource handouts: to review & practice
- ❖ Practice / Preview various movement forms, tumbling, stunts, dance patterns
- ❖ Teacher directed dance/rhythm routines
- ❖ Technology driven dance routines
- ❖ Plan, practice, perform routines

**Unit Overview:**

Personal wellbeing is grounded in overall components - physical, mental, and social health. In this unit, students will explore how your mind is a powerful force that impacts how you see yourself and others. We will engage in a series of reflection tools and strategies to begin to uncover your inner self-talk and see its connection to self-esteem.

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<ul style="list-style-type: none"> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results..</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Personal choices impact one’s mental, emotional, social, and physical health in positive and negative ways.</li> <li>● One’s well being can change based on exploring core values and motivation to address habits.</li> <li>● One’s personal health can be affected by a variety of influences.</li> </ul>	<ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health? How is it working?</li> <li>● How do societal factors and technology influence my choices and overall health?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Comprehend concepts related to physical, mental, emotional, and social development,</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify a variety of appropriate ways to respond to stress to incorporate in my daily</li> </ul>

<p>and the impact on self and others.</p> <ul style="list-style-type: none"> <li>• Strategies for achieving optimal mental/emotional health.</li> <li>• Strategies for resisting/refusing peer pressure.</li> </ul>	<p>life.</p> <ul style="list-style-type: none"> <li>• I can use valid and reliable mental health resources to improve my self-esteem.</li> <li>• I can recognize negative thinking patterns and practice strategies to focus on the positive aspects of a situation.</li> <li>• I can analyze how my peers and the media impact my thoughts and attitudes and take steps to ignore the hurtful messages.</li> <li>• I can demonstrate verbal and nonverbal communication to speak up for myself and maintain positive relationships.</li> <li>• I can demonstrate effective refusal skills to avoid risky behaviors.</li> </ul>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Mental/social health assessment SEL self-check Refusal skills evaluation	Health Benchmark Pre-test Self-inventory checklist Self-esteem: This is Me Assertive practice

**STAGE 3: LEARNING PLAN**

<b>First Unit Topic:</b> Mental/Emotional Health	<b>Estimated # of Lessons:</b> 4
<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can identify a variety of appropriate ways to respond to stress to incorporate in my daily life.</li> <li>• I can use valid and reliable mental health resources to improve my self-esteem.</li> <li>• I can recognize negative thinking patterns and practice strategies to focus on the positive aspects of a situation.</li> <li>• I can analyze how my peers and the media impact my thoughts and attitudes and take steps to ignore the hurtful messages.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do my personal decisions impact my overall wellness?</li> <li>• What areas might I want to improve? What strategies and resources can I use to improve my health? How is it working?</li> <li>• How do societal factors and technology influence my choices and overall health?</li> </ul>

**Learning Activities:**

- Define mental/emotional, social and physical health through class discussion and slides.
- Students will analyze their own personal health habits through a health behavior report, self-assessment and/or personal health triangle.



- Explain self-esteem and the benefits of a “growth mindset” using the TED-Ed video “3 Tips to Boost Your Confidence.”
- Determine ways to improve one’s own self-esteem using the “Improve self-esteem worksheet.”
- Explore strategies for reducing stress, and provide an opportunity for students to engage in interactive stress management techniques.
- Examine the thought process and reframe one’s thoughts about a personal circumstance to practice positive thinking with a writing activity, Padlet or positive mindset worksheet.
- Identify and reflect on one’s own positive personal attributes, successes, and goals through a “This is Me” self-esteem activity.

**Supplemental Resources:**

*These are a list of resources that may have relevance for individuals, groups of students, or when you have extended time.*

- Dove self-esteem project: “Confident Me” online resources
- “Confident Me” class slides for discussion

**Second Unit Topic:** Social health & communication

**Estimated # of Lessons:** 2

**Learning Targets:**

- I can demonstrate verbal and nonverbal communication to speak up for myself and maintain positive relationships.
- I can demonstrate effective refusal skills to avoid risky behaviors.

**Essential Questions:**

- How do my personal decisions impact my overall wellness?
- What areas might I want to improve? What strategies and resources can I use to improve my health? How is it working?
- How do societal factors and technology influence my choices and overall health?

**Learning Activities:**

- Differentiate between communication styles (assertive, aggressive, passive) through class discussion and videos.
- Demonstrate use of assertive communication across social scenarios with short role plays.
- Formulate “I-Statements” to assertively speak up for oneself using JamBoard or worksheet, and practice speaking out loud.
- Explain the importance of refusal skills for personal health and safety & review a variety of strategies (i.e. SWAT)
- Practice using refusal skills in a variety of situations

**Course Name:** Health

**Unit Title:** Fitness and Nutrition

**Est. # of Lessons:** 7-8

**Unit Overview:**

Diet and exercise are two essential components of one’s overall health. The two concepts work in unison to improve the body’s performance and prevent disease. In this unit, the students will explore the different components of physical fitness, how to self-monitor, and track progress. Students explore their own diet and exercise habits and learn how to create a healthy diet to fuel the body for success.

**STAGE 1: DESIRED RESULTS**

Established Goals

Transfer Goals

<p><b>National Health Education Standards:</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<ul style="list-style-type: none"> <li>● <b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Personal choices impact one’s mental, emotional, social, and physical health in positive and negative ways.</li> <li>● One’s personal health can be affected by a variety of influences.</li> <li>● Diet and exercise play a major role in disease prevention.</li> </ul>	<ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health? How is it working?</li> <li>● What information is needed to develop a healthy diet?</li> <li>● How can I determine how healthy or unhealthy different foods are?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Disease prevention through proper nutrition, exercise, and adequate sleep.</li> <li>● Components of health related fitness and importance towards overall health.</li> <li>● Risks of leading a sedentary lifestyle</li> <li>● Benefits of maintaining a healthy diet of whole foods and risks associated with ultra-processed foods</li> </ul>	<ul style="list-style-type: none"> <li>● I can assess my exercise and eating habits, and make healthy food choices.</li> <li>● I can determine the benefits of physical activity and good nutrition, including the role in disease prevention/immune function.</li> <li>● I can describe ways to increase daily physical activity and decrease inactivity to improve my wellness.</li> <li>● I can describe the components of health-related fitness and explain the importance of each towards my overall physical health.</li> <li>● I can calculate my Resting and Target Heart Rates, and can use these numbers to track</li> </ul>

	<p>and/or improve my fitness.</p> <ul style="list-style-type: none"> <li>• I can differentiate between whole foods and processed foods.</li> <li>• I can explain the benefits of consuming “nutrient dense” whole foods as well as the health risks associated with processing.</li> <li>• I can identify foods with added sugars and explain the consequences of eating a diet high in refined sugars.</li> <li>• I can use the Nutrition Facts panel and ingredients list on food packaging to locate nutrients and evaluate the food’s nutritional value.</li> <li>• I can identify healthy and risky approaches to weight management.</li> </ul>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Nutrition Quiz Fitness & Nutrition Test	Fitness Packet Food Label review Nutrition: Check for Understanding Healthy eating self-assessment

**STAGE 3: LEARNING PLAN**

First Unit Topic: Physical fitness	Estimated # of Lessons: 3
<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can determine the benefits of physical activity and good nutrition, including the role in disease prevention/immune function.</li> <li>• I can describe ways to increase daily physical activity and decrease inactivity to improve my wellness.</li> <li>• I can describe the components of health-related fitness and explain the importance of each towards my overall physical health.</li> <li>• I can calculate my Resting and Target Heart Rates, and can use these numbers to track and/or improve my fitness.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do my personal decisions impact my overall wellness?</li> <li>• What areas might I want to improve? What strategies and resources can I use to improve my health? How is it working?</li> <li>• How can I incorporate more physical activity into my daily life?</li> </ul>

**Learning Activities:**

- Class discussion and videos to enhance understanding of diseases, the immune system, and how lifestyle factors play a role in prevention.
- Identify the various benefits of exercise.
- Define the 5 Components of Health-related Fitness, provide examples, and participate in related movements, using the Google form or worksheet.
- Calculate Resting and Target Heart Rates and complete a number of fitness activities using the Heart Rate Activity worksheet.
- Utilize technology to determine Body Mass Index and Basal Metabolic Rate using activities from the Fitness Packet activity.
- Students will review the *Skeletal Muscles slideshow* to identify the large muscle groups of the body.
- Examine the role of calories through the TED-Ed video “What are Calories,” and calculate Basal Metabolic Rate using an online calculator.

**Supplemental Resources:**

*These are a list of resources that may have relevance for individuals, groups of students, or when you have extended time.*

- Students will read about preventable diseases - heart disease, diabetes, obesity, and cancer - and demonstrate their understanding through illustrations, information recall, or EdPuzzle challenges.
- View TED-Ed video: What happens during a heart attack
- Interactive atherosclerosis activity - students will examine the role of plaque and blood flow in association with blood pressure and clogged arteries

**Second Unit Topic:** Nutrition

**Estimated # of Lessons:** 5

**Learning Targets:**

- I can assess my exercise and eating habits, and make healthy food choices.
- I can differentiate between whole foods and processed foods.
- I can explain the benefits of consuming “nutrient dense” whole foods as well as the health risks associated with processing.
- I can identify foods with added sugars and explain the consequences of eating a diet high in refined sugars.
- I can use the Nutrition Facts panel and ingredients list on food packaging to locate nutrients and evaluate the food’s nutritional value.
- I can identify healthy and risky approaches to weight management.

**Essential Questions:**

- How do my personal decisions impact my overall wellness?
- What areas might I want to improve? What strategies and resources can I use to improve my health?
- What information is needed to develop a healthy diet, and how can I determine how healthy or unhealthy different foods are?

**Learning Activities:**

*These are suggested learning activities that align with Learning targets and related Essential Questions.*

- Assess personal food choices and eating behaviors using a self-assessment.
- Differentiate between whole foods and processed foods and identify food groups according to MyPlate.
- Introduce nutrition vocabulary with an interactive vocab match activity
- Define nutrition vocabulary terms and examine the role of nutrients in health promotion. Use TED-Ed Nutrition playlist videos to enhance student understanding.
- Identify key components of a nutrition fact panel, interpret findings, and evaluate the food's nutritional value using real food labels/packages and a worksheet.
- Compare multiple food items to determine the healthier product using the food label comparison worksheet.
- Practice calculating servings and nutrient amounts found on labels through a variety of activities, including Musical foods activity.
- Investigate the presence (and dangers) of sugar in the American diet through articles and/or TED-Ed videos (i.e. TED: Sugar hiding in Plain Sight, TED: How Sugar affects the brain).
- Examine the amount of added sugar found in processed foods/drinks by calculating grams to teaspoons and interpreting the measurements with an interactive activity.

**Supplemental Resources:**

*These are a list of resources that may have relevance for individuals, groups of students, or when you have extended time.*

- Additional dietary resources found at <https://www.myplate.gov/>
- Nutrient SuperHero project

Course Name: **Health** Unit Title: **Adolescent Development and Reproduction** Est. # of Lessons: **8**

**Unit Overview:**

In this unit, students will learn about their changing bodies, the importance of personal hygiene, personal safety, and sexual health. Students will be able to describe the reproductive systems, as well as the process of reproduction. Students will explore the importance of healthy relationships, communication, preventative care and contraception in relation to sexual health, STI and pregnancy prevention.

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<ul style="list-style-type: none"> <li>● <b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making</li> </ul>

<p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<p>Students will understand that .....</p> <ul style="list-style-type: none"> <li>● Personal choices can impact one’s health in positive and negative ways.</li> <li>● One’s personal health can be affected by a variety of influences.</li> </ul>	<p>Students will keep considering ....</p> <ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health? How is it working?</li> <li>● How can I achieve and maintain sexual health throughout adolescence and adulthood?</li> <li>● What do I need to know about sexual abuse and assault prevention in order to stay healthy and safe?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Functions of male and female reproductive anatomy in development and reproduction.</li> <li>● Physical and emotional benefits of sexual abstinence.</li> <li>● Strategies for reducing the risk of unwanted pregnancy and/or sexually transmitted infections.</li> <li>● STI transmission and prevention (including HIV/AIDS)</li> </ul>	<ul style="list-style-type: none"> <li>● I can compare changes that happen to males and females during puberty to gain a better understanding of myself and others.</li> <li>● I can describe healthy hygiene practices and the importance of increased hygiene habits during puberty.</li> <li>● I can summarize the basic male and female anatomy and reproductive functions.</li> <li>● I can define vocabulary terms related to sexual anatomy, reproduction, and sexually transmitted infections.</li> <li>● I can outline the sequence of pregnancy from fertilization to birth.</li> <li>● I can describe healthy ways to show affection, love and friendship.</li> <li>● I can explain the role of communication in a healthy romantic relationship.</li> <li>● I can explain the value of abstinence and/or choosing to abstain after having already</li> </ul>

	<p>engaged in sexual activity.</p> <ul style="list-style-type: none"> <li>● I can identify some methods of contraception and how they work.</li> <li>● I can explain potential impacts of teen pregnancy on future goals.</li> <li>● I can identify behaviors that increase one's risk of contracting STIs and HIV.</li> <li>● I can explain the importance of early detection of STIs and HIV in preventing adverse health conditions.</li> <li>● I can contemplate the influence of alcohol and other drugs on sexual behavior and sexual health.</li> <li>● I can persuade others to avoid or reduce risky sexual behaviors.</li> <li>● I can identify and access sexual health resources at school, online, and in the community.</li> </ul>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
Reproduction Unit Test	Hygiene self-assessment Google Form: Female system review Google Form: Male system review Google Form: Pregnancy vocab review Reproductive Vocab Review Google Form: Sexually Transmitted Infections

**STAGE 3: LEARNING PLAN**

First Unit Topic: Puberty & Reproductive Systems	Estimated # of Lessons: 3-4
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can compare changes that happen to males and females during puberty to gain a better understanding of myself and others.</li> <li>● I can describe healthy hygiene practices and the importance of increased hygiene habits during puberty.</li> <li>● I can summarize the basic male and female anatomy and reproductive functions.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health? How is it working?</li> <li>● How can I achieve and maintain sexual health throughout adolescence and adulthood?</li> <li>● What do I need to know about sexual abuse and assault prevention in order to stay healthy</li> </ul>

<ul style="list-style-type: none"> <li>● I can define vocabulary terms related to sexual anatomy, pregnancy, and sexually transmitted infections.</li> </ul>	<p>and safe?</p>
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>→ Discuss appropriate expectations to ensure a safe learning environment.</li> <li>→ Review resources and personnel students can access while at school. (Sex Ed: Day one)</li> <li>→ Watch related videos on <a href="http://www.Amaze.org">www.Amaze.org</a></li> <li>→ Self-assessment: Hygiene practices</li> <li>→ Interactive “pre-test”: class reads Agree/Disagree statements, and moves to a side of the room, based on their previous knowledge of sexual/reproductive health.</li> <li>→ Annotate article (MALE / FEMALE) relating to development changes among each sex</li> <li>→ Identify changes during puberty on a venn diagram: males, females, both</li> <li>→ Introduce vocabulary terms with an interactive vocab match activity (Female, Male).</li> <li>→ Review terminology related to development: puberty, adolescence, hormones, endocrine system, genitals, pituitary gland, testes, ovaries, estrogen, progesterone, testosterone with a discussion and interactive notes (slideshow, worksheet)</li> <li>→ Label diagram and discuss function of female and male reproductive systems; internal and external using interactive slides (Female / Male) or packet.</li> <li>→ Discuss ovulation and menstruation and the relationship to pregnancy.</li> </ul>	
<p><b>Supplemental Resources:</b>  <i>These are a list of resources that may have relevance for individuals, groups of students, or when you have extended time.</i></p> <ul style="list-style-type: none"> <li>→ Interactive “walk through”: ovulation, menstruation, and fertilization.</li> </ul>	
<p><b>Second Unit Topic:</b> Pregnancy</p>	<p><b>Estimated # of Lessons:</b> 1-2</p>
<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>● I can define vocabulary terms related to sexual anatomy, pregnancy, and sexually transmitted infections.</li> <li>● I can outline the sequence of pregnancy from fertilization to birth.</li> <li>● I can describe healthy ways to show affection, love and friendship.</li> <li>● I can explain the role of communication in a healthy romantic relationship.</li> <li>● I can explain the value of abstinence and/or choosing to abstain after having already engaged in sexual activity.</li> <li>● I can identify ways to maintain sexual health, including abstinence and</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health? How is it working?</li> <li>● How can I achieve and maintain sexual health throughout adolescence and adulthood?</li> <li>● What do I need to know about sexual abuse and assault prevention in order to stay healthy and safe?</li> </ul>



contraception.	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>→ View “Pregnancy and Reproduction” video at <a href="http://www.amaze.org">www.amaze.org</a></li> <li>→ Read information about pregnancy while matching vocabulary definitions for related concepts: fertilization, in-vitro fertilization, zygote, embryo, fetus, placenta, umbilical cord, placenta, amniotic fluid/sac, miscarriage, fraternal &amp; identical twins (Pregnancy &amp; Reproduction worksheet ).</li> <li>→ Order the steps of pregnancy, from conception through birth through worksheet or flash cards.</li> </ul>	
<p><b>Supplemental Resources:</b>  <i>These are a list of resources that may have relevance for individuals, groups of students, or when you have extended time.</i></p> <ul style="list-style-type: none"> <li>→ View videos that outline the stages of pregnancy: <ul style="list-style-type: none"> <li>◆ YouTube: Baby Center weeks 1-9</li> <li>◆ YouTube: Baby Center weeks 10-14</li> <li>◆ YouTube: Baby Center weeks 15-20</li> <li>◆ YouTube: Baby Center weeks 21-27</li> <li>◆ YouTube: Baby Center weeks 28-37</li> </ul> </li> </ul>	
<p><b>Third Unit Topic: STIs &amp; HIV/AIDS</b></p>	<p><b>Estimated # of Lessons: 2-3</b></p>
<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>● I can identify behaviors that increase one’s risk of contracting STIs and HIV.</li> <li>● I can explain the importance of early detection of STIs and HIV in preventing adverse health conditions.</li> <li>● I can analyze the influence of alcohol and other drugs on sexual behavior and sexual health.</li> <li>● I can persuade others to avoid or reduce risky sexual behaviors.</li> <li>● I can identify and access sexual health resources at school, online, and in the community.</li> <li>● I can explain the value of abstinence and/or choosing to abstain after having already engaged in sexual activity.</li> <li>● I can explain how condoms and birth control pills work to prevent pregnancy and/or STIs.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can I achieve and maintain sexual health throughout adolescence and adulthood?</li> </ul>
<p><b>Learning Activities:</b></p>	

- Brainstorm, predict, and discuss physical, social, and emotional consequences of sexual activity.
- Discuss cancer prevention and early detection, as it relates to sexual health, through interactive brainstorm.
- Define consent and use communication skills to practice refusal techniques.
- Discuss sexual assault, consent, and available resources within the school and community.
- Close reading activity about STI transmission and prevention (STI Reading & Google Form).
- Close reading activity and class discussion about HIV and AIDS, including transmission, prevention and early detection (HIV close reading / HIV & AIDS slides / HIV & AIDS worksheet).
- Differentiate between behaviors that are high-risk, medium-risk, or low-risk for contracting HIV with a Stoplight Activity.
- Generate a list of reliable sources within the school community for a middle school student.

**Supplemental Resources:**

*These are a list of resources that may have relevance for individuals, groups of students, or when you have extended time.*

- Interactive “walk through”: Immune system/HIV activity. Students demonstrate the role of T-cells and HIV to observe how the virus reproduces itself.
- Related videos on Amaze.org

Course Name: **Health**

Unit Title: **Substance Abuse Prevention**

Est. # of Lessons: **6-7**

**Unit Overview:**

In this unit, we will explore the concept of gateway drugs, while learning about the effects of drug use on the developing body and brain. We will recall and practice effective communication strategies to avoid drug use and begin to understand the challenges associated with addiction.

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<ul style="list-style-type: none"> <li>● <b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Personal choices can impact one’s health in positive and negative ways.</li> <li>● One’s personal health can be affected by a</li> </ul>	<ul style="list-style-type: none"> <li>● How can substance abuse affect my health and future?</li> <li>● What outside influences affect my decisions</li> </ul>

variety of influences.	to avoid or experiment with drugs?
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>• Health risks associated with substance abuse</li> <li>• Vocabulary terms relating to substance abuse.</li> <li>• The influence of peers and media on substance-related practices and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain and discuss the concept of “gateway drugs.”</li> <li>• I can demonstrate the use of effective communication skills to avoid or reduce my exposure to drugs.</li> <li>• I can describe the physical, emotional, and social behaviors associated with drug use and abuse.</li> <li>• I can describe the relationship between substance abuse and other health risks, such as unintentional injuries, violence, suicide, STIs, unwanted pregnancies and further drug use.</li> <li>• I can differentiate between proper use and abuse of prescription medicines.</li> <li>• I can select positive alternatives to using alcohol and other drugs.</li> <li>• I can identify reliable resources in school, community and online for support with substance abuse among self or others.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
Quiz on substance abuse terms Substance abuse unit test	Alcohol concepts worksheet Alcohol Scenarios Refusal skills demonstration Big Tobacco advertising analysis
<b>STAGE 3: LEARNING PLAN</b>	
<b>First Topic: Alcohol use &amp; abuse</b>	<b>Estimated # of Lessons: 2</b>
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can explain and discuss the concept of “gateway drugs.”</li> <li>• I can demonstrate the use of effective communication skills to avoid or reduce my</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can substance abuse affect my health and future?</li> <li>• What outside influences affect my decisions to avoid or experiment with drugs?</li> </ul>

<p>exposure to drugs.</p> <ul style="list-style-type: none"> <li>● I can describe the physical, emotional, and social behaviors associated with drug use and abuse.</li> <li>● I can describe the relationship between substance abuse and other health risks, such as unintentional injuries, violence, suicide, STIs, unwanted pregnancies and further drug use.</li> <li>●</li> </ul>	
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<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>→ Introduce drug vocabulary terms through a crossword puzzle or matching activity.</li> <li>→ Class discussion/brainstorm: Why might teens experiment with drugs/alcohol? List examples of “gateway drugs” and what commonalities these substances have.</li> <li>→ Discuss health skills relating to drug abuse prevention: decision making/refusal skills.</li> <li>→ Read information and answer questions relating to alcohol use &amp; abuse using the Alcohol Info Sheet and Questions and Alcohol and the Body worksheet.</li> <li>→ Provide examples of assertive verbal responses to scenarios involving alcohol with the Alcohol Comic Strip scenarios worksheet.</li> <li>→ Watch YouTube video: Under construction - alcohol and the teenage brain</li> <li>→ Complete worksheet and/or poster activity highlighting key areas of the brain, the functions associated with those areas, and how each area is affected by alcohol.</li> <li>→ Alcohol concepts assessment</li> </ul>
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<p><b>Supplemental Resources:</b>  <i>These are a list of resources that may have relevance for individuals, groups of students, or when you have extended time.</i></p> <ul style="list-style-type: none"> <li>→ Read Scholastic Choices article “Alcohol poisoning: the death you don’t see coming,” and complete the worksheet.</li> </ul>
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<b>Second Unit Topic:</b> Tobacco	<b>Estimated # of Lessons:</b> 2
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<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>● I can describe dangers associated with tobacco and nicotine use.</li> <li>● I can recognize the ways tobacco companies target young people.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can substance abuse affect my health and future?</li> <li>● What outside influences affect my decisions to avoid or experiment with drugs?</li> </ul>
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<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>→ Pre-assess student knowledge of tobacco (both smoking &amp; vaping) through interactive discussion, brainstorm, word cloud, or pre-test</li> <li>→ Tobacco Stations: students move through 5 tobacco-related stations, with activities relating to tar build up, emphysema and breathing, financial cost of smoking/vaping, what’s in tobacco smoke/vaping aerosol, and the effects on the body (digital slides / print version)</li> <li>→ Vaping survey/pre-assessment; discuss reliable sources of information and challenges of finding</li> </ul>
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- accurate data
- Co-present with School Resource Officer both health and legal information, influences on teenagers/adolescents, strategies to avoid tobacco use, challenges of peer pressure using Google Slideshow.
- Watch YouTube video: Electronic cigarettes and vaping

**Supplemental Resources:**

*These are a list of resources that may have relevance for individuals, groups of students, or when you have extended time.*

- Read Scholastic Choices article “What’s Juul Hiding” & complete worksheet.
- Everfi module “Vaping: Know the Truth”
- “What Happens When You Quit Smoking” worksheet and TED-Ed video

**Third Unit Topic:** Rx and OTC medications

**Estimated # of Lessons:** 2

**Learning Targets:**

- I can differentiate between proper use and abuse of prescription medicines.
- I can select positive alternatives to using alcohol and other drugs.
- I can identify reliable resources in school, community and online for support with substance abuse among self or others.

**Essential Questions:**

- How can substance abuse affect my health and future?
- What outside influences affect my decisions to avoid or experiment with drugs?

**Learning Activities:**

- Practice refusal skills in several drug related scenarios
- Prescription drug pre-test
- Review the concept of Gateway drugs and discuss the difference between Over the Counter (OTC) and Prescription drugs (Rx); use slides for discussion.
- Complete OTC vs. Rx drug misuse and abuse sorting activity (paper activity or JamBoard)
- Substance abuse assessment

**Supplemental Resources:**

*These are a list of resources that may have relevance for individuals, groups of students, or when you have extended time.*

- Most Deadly Prescription Drugs reading assignment
- Everfi module: “K12 Prescription Drug Safety”
- Rx Drug and Marijuana board game (cards & directions) and worksheet

## Unit Overview:

In this unit students will work individually and cooperatively to strengthen sport specific skills that are integrated into team play. Students will continue to develop and work on social/emotional skills through small group games, activities and competitive play.

## STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<ol style="list-style-type: none"> <li><b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li><b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li><b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ol>
Understandings	Essential Questions
<p>Including others on your team creates opportunities for skill improvement, strategy, and success.</p> <p>Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</p> <p>Communication impacts a team and or individual performance.</p>	<ol style="list-style-type: none"> <li>What was challenging for me?</li> <li>How can I improve for next time?</li> <li>How do I work with my teammates to accomplish a task?</li> </ol>

Knowledge	Skills (Framed as Learning Targets)
<p>Skill cues for selected team sports.</p> <p>Rules of selected team sports.</p> <p>Strategies related to specific team sports.</p> <p>The importance of effective communication, cooperation, sportsmanship skills during team sports.</p>	<p>I can accurately throw to a stationary or moving target.</p> <p>I can effectively move into open space.</p> <p>I can accurately shoot at a target.</p> <p>I can effectively and safely defend.</p> <p>I can effectively serve and strike an object.</p> <p>I can effectively manipulate equipment in a safe fashion.</p> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive and catch.</p>

**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
<p><a href="#">6-8 PE Assessments</a></p> <p>Teacher observation</p> <p>Written skill and rule comprehension assessment</p> <p>Self assessment on learning targets</p>	<p><a href="#">6-8 PE Assessments</a></p> <p>Peer assessment</p> <p>Self assessment on learning targets</p> <p>Class reflection through debriefing using essential questions 1 and 2</p>

**STAGE 3: LEARNING PLAN**

First Topic: Basketball	Estimated # of Lessons: 5
<p>Relevant Learning Targets (from Stage 1) :</p> <p>I can accurately throw to a stationary individual.</p> <p>I can accurately throw to a moving individual.</p> <p>I can effectively move into open space.</p> <p>I can accurately shoot at the hoop.</p>	<p>Relevant Essential Questions (from Stage 1):</p> <p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a</p>

<p>I can effectively and safely defend.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, block, and stop my opponent</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive/catch while stationary.</p> <p>I can effectively receive/catch on the move.</p>	<p>task?</p>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>❖ Ball Handling</li> <li>❖ Mirror drill</li> <li>❖ “Everybody’s It” dribbling game</li> <li>❖ Partner/Group drills/relays dribbling</li> <li>❖ “Basketball Mania” shooting game</li> <li>❖ “Knockout”</li> <li>❖ “Make it Take it”</li> <li>❖ “Around the World”</li> <li>❖ “Moneyball”</li> <li>❖ “L-A-N-C-E-R”/“H-O-R-S-E”</li> <li>❖ 1 v 1</li> <li>❖ 2 v 1</li> <li>❖ 2 v 2</li> <li>❖ 3 v 3</li> <li>❖ <a href="#">3 v 3 sideline game</a></li> <li>❖ “You Make the Call” modified game</li> <li>❖ <a href="#">Passing drills</a></li> <li>❖ ½ court sideline games</li> <li>❖ Full Court sideline games</li> <li>❖ Tournament Play</li> </ul>	
<p>Second Topic: Soccer</p>	<p>Estimated # of Lessons: 5</p>
<p>Learning Targets:</p> <p>I can accurately pass to a stationary individual.</p> <p>I can accurately pass to a moving individual.</p>	<p>Essential Questions:</p> <p>Why is it important for me to play by the rules during a team sport?</p>



<p>I can effectively move into open space.</p> <p>I can accurately shoot on goal.</p> <p>I can effectively communicate and strategize with teammates.</p> <p>I can effectively and safely defend.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, block, and stop my opponent</li> </ol> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive and control a soccer ball.</p>	<p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
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Learning Activities: Students will learn through modified soccer games and activities to complete their soccer unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity & games, and debrief time.

- ❖ Solo skill practice-juggling, trapping, dribbling
- ❖ Partners skill practice-trapping/controlling/passing
- ❖ Small group passing
- ❖ Small group games
- ❖ Keep Away
- ❖ “Everybody’s It”
- ❖ “Sharks & Minnows”
- ❖ Knock Out
- ❖ Bull Dog
- ❖ World Cup
- ❖ Star Wars
- ❖ Small sided/modified games
- ❖ 2 v 2
- ❖ 3 v 3
- ❖ Shooting/Passing at targets-pins, cones, small goals
- ❖ Game Play with Sideline Players
- ❖ Modified Game:
- ❖ [SOCCI](#)-4 corner soccer game

Third Topic: Flag Football	Estimated # of Lessons: 5
Learning Targets:	Essential Questions:

<p>I can accurately pass to a stationary individual.</p> <p>I can accurately pass to a moving individual.</p> <p>I can effectively move into open space.</p> <p>I can effectively and safely defend an opponent.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, block, and stop my opponent</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively catch a football.</p>	<p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p> <p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
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<p>Learning Activities: Students will learn through modified football games and activities to complete their football unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Carrying football properly when running- Chasing &amp; fleeing games carrying football</li> <li>❖ Partner passing: stationary and moving</li> <li>❖ Passing games with footballs and various size balls (Capture the flag games incorporating throwing)</li> <li>❖ <a href="#">Passing Pattern Partner Drill</a></li> <li>❖ <a href="#">"Razzle Dazzle"</a> throwing and defending game</li> <li>❖ Position drills-quarterback/receiver/center/defenders</li> <li>❖ Defensive positioning</li> <li>❖ Small group drills with/without defender</li> <li>❖ Punting skills</li> <li>❖ Modified football games</li> <li>❖ <a href="#">4 Down Football</a></li> <li>❖ "Football Bingo"-<a href="#">Football Bingo Game</a></li> <li>❖ Passing Game-<a href="#">Pass for Points</a></li> <li>❖ Extreme Football-<a href="#">Extreme football description</a></li> <li>❖ Football suggested timeline-<a href="#">Football Timeline</a></li> </ul>	
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Fourth Topic: Floor Hockey	Estimated # of Lessons: 5
Learning Targets:  I can demonstrate safe stick handling	Essential Questions:  Why is it important for me to play by the rules during

<ol style="list-style-type: none"> <li>1. Dribbling</li> <li>2. Shooting</li> <li>3. Passing &amp; receiving</li> </ol> <p>I can accurately pass to a stationary individual.</p> <p>I can accurately pass to a moving individual.</p> <p>I can effectively move into open space.</p> <p>I can accurately and safely shoot at a goal.</p> <p>I can effectively and safely defend.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, block, and stop my opponent</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive and control a puck or ball.</p>	<p>a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
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Learning Activities: Students will learn through modified hockey games and activities to complete their floor hockey unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.

- ❖ Grip and stick safety practice
- ❖ Stationary puck movement
- ❖ Moving with the puck
- ❖ Relay Races
- ❖ Stationary partner passing and receiving
- ❖ Dynamic partner/group passing and receiving
- ❖ Wrist shot at target practice
- ❖ Movement and control of puck/ball
- ❖ “Everybody’s It” with stick and puck control
- ❖ “Scramble”- Multiple goal/goalie practice and safe shooting on goal
- ❖ Small sided games with/without goalie
- ❖ Zone Hockey (to create spacing)
- ❖ Game Play with Sideline Players

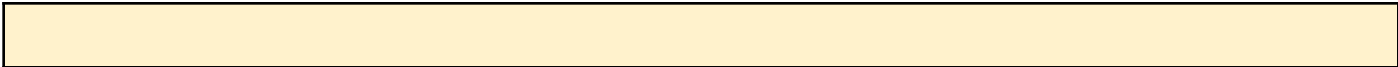
Fifth Topic: Volleyball	
<p>Fifth Topic: Volleyball</p>	<p>Estimated # of Lessons: 5</p>
<p>Learning Targets:</p> <p>I can accurately pass to a stationary target.</p> <ol style="list-style-type: none"> <li>1. Set</li> <li>2. Bump</li> </ol> <p>I can effectively move into open space.</p> <p>I can accurately serve over a net.</p> <ol style="list-style-type: none"> <li>1. Underhand</li> <li>2. Overhand</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive a pass with control in volleyball.</p> <ol style="list-style-type: none"> <li>1. Set</li> <li>2. Bump</li> <li>3. Spike</li> </ol>	<p>Essential Questions:</p> <p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
<p>Learning Activities: Students will learn through modified volleyball games and activities to complete their volleyball unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Self setting</li> <li>❖ Self bumping</li> <li>❖ Serving</li> <li>❖ Spiking</li> <li>❖ Setting/bumping with a partner</li> <li>❖ Partner volleying practice</li> <li>❖ Serving to partner</li> <li>❖ Receiving the serve by setting or bumping</li> <li>❖ Serving games</li> <li>❖ <a href="#">"Dead Fish"</a></li> <li>❖ 2 v 2</li> <li>❖ 3 v 3</li> <li>❖ 4 v 4</li> <li>❖ 6 v 6</li> <li>❖ "King of the Court"</li> </ul>	

- ❖ Modified game play:
- ❖ [Newcomb](#)
- ❖ Foursquare Volleyball
- ❖ Tournament Play
- ❖ Omnikin ball
- ❖ “Look Up” Volleyball
- ❖ Tournament Play

Sixth Topic: Ultimate Frisbee	Estimated # of Lessons: 5
<p>Learning Targets:</p> <p>I can accurately pass to a stationary individual.</p> <p>I can accurately pass to a moving individual.</p> <p>I can effectively move into open space.</p> <p>I can effectively and safely defend an opponent.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, and stop my opponent</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively catch a frisbee.</p>	<p>Essential Questions:</p> <p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
<p>Learning Activities: Students will learn through modified frisbee games and activities to complete their frisbee unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity &amp; games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Different grip techniques &amp; form practice (forehand/backhand)</li> <li>❖ Stationary passing and receiving with a partner/small group</li> <li>❖ Partner passing and receiving while moving</li> <li>❖ KanJam</li> <li>❖ 2 V 1</li> <li>❖ 3 V 1</li> <li>❖ 5 V 5</li> <li>❖ <a href="#">Ultimate Frisbee</a></li> <li>❖ Modified team games</li> </ul>	

Seventh Topic: Lacrosse	Estimated # of Lessons: 5
<p>Learning Targets:</p> <p>I can demonstrate safe stick handling</p> <ol style="list-style-type: none"> <li>1. Cradling/ moving</li> <li>2. Passing &amp; receiving</li> <li>3. shooting</li> </ol> <p>I can accurately pass to a stationary individual.</p> <p>I can accurately pass to a moving individual.</p> <p>I can effectively move into open space.</p> <p>I can accurately and safely shoot at a goal.</p> <p>I can effectively and safely defend.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, block, and stop my opponent</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive a ball.</p>	<p>Essential Questions:</p> <p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
<p>Learning Activities: Students will learn through modified lacrosse games and activities to complete their lacrosse unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity &amp; games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Grip and stick safety practice</li> <li>❖ Stationary Cradling</li> <li>❖ Cradling while moving</li> <li>❖ Relay Races</li> <li>❖ Stationary partner passing and receiving</li> <li>❖ Dynamic partner/group passing and receiving</li> <li>❖ Shooting at target practice</li> <li>❖ “Everybody’s It” -focus on stick and ball control</li> <li>❖ “Scramble”</li> <li>❖ Small sided games with/without goalie</li> </ul>	

- ❖ “Take it Back”
- ❖ “Cops and Robbers”
- ❖ Ultimate Lacrosse
- ❖ Game Play with Sideline Players
- ❖ [Lacrosse Modified Games](#)
- ❖ [Lacrosse Timeline](#)



8th Topic: Team Handball	Estimated # of Lessons: 5
<p>Learning Targets:</p> <p>I can accurately throw to a stationary individual.</p> <p>I can accurately throw to a moving individual.</p> <p>I can effectively move into open space.</p> <p>I can accurately shoot at the hoop/goal.</p> <p>I can effectively and safely defend.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, block, and stop my opponent</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive/catch while stationary.</p> <p>I can effectively receive/catch on the move.</p>	<p>Essential Questions:</p> <p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>

Learning Activities: Students will learn through modified handball games and activities to complete their handball unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity & games, and debrief time.

- ❖ Stationary passing and receiving with a partner/small group
- ❖ Partner passing and receiving while moving
- ❖ Passing and moving to a goal
- ❖ 2v1
- ❖ 3v2

- ❖ ½ Half Court games( Indoor games)
- ❖ Keep Away games -Sharks and Minnows
- ❖ Modified Games:
- ❖ 3v3
- ❖ 4v4
- ❖ Game Play with Sideline Players
- ❖ [Ultimate Handball](#)
- ❖ [ConeBall](#)
- ❖ Speedball

Ninth Topic: Tchoukball	Estimated # of Lessons: 5
<p>Learning Targets:</p> <p>I can accurately pass to a stationary individual.</p> <p>I can accurately pass to a moving individual.</p> <p>I can effectively move into open space.</p> <p>I can accurately and safely shoot at a goal.</p> <p>I can effectively and safely defend.</p> <ol style="list-style-type: none"> <li>1. I can identify an opponent</li> <li>2. I can move and stay with an opponent</li> <li>3. I can guard, deny, block, and stop my opponent</li> </ol> <p>I can effectively communicate and strategize with teammates.</p> <p>I can demonstrate good sportsmanship.</p> <p>I can effectively receive a ball.</p>	<p>Essential Questions:</p> <p>Why is it important for me to play by the rules during a team sport?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>How do I work with my teammates to accomplish a task?</p>
<p>Learning Activities: Students will learn through modified Tchoukball games and activities to complete their Tchoukball unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity &amp; games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Stationary throwing and catching</li> <li>❖ Throwing and catching on the move with a partner/small group</li> <li>❖ Passing and moving to the frame</li> <li>❖ Throwing at the frame</li> <li>❖ Catching off the frame</li> </ul>	



- ❖ Modified Games:
- ❖ 3v3
- ❖ 4v4
- ❖ Game Play with Sideline Players
- ❖ [Tchoukball Ball Modified game](#)
- ❖ Game Play

Course Name: 8th Grade PE

Unit Title: Adventure Education

Est. # of Lessons: 9

Unit Overview:

In this unit, students will be challenged to step outside their comfort zones through a series of challenge by choice activities. Students will have opportunities to stretch, problem-solve, face the unexpected, communicate, examine their own assumptions, connect with others, and grow as individuals. Students will also experience a series of low ropes obstacles and climbing challenges throughout Project Adventure Curriculum ([www.pa.org](http://www.pa.org)).

STAGE 1: DESIRED RESULTS

Established Goals

**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.

Transfer Goals

1. **Self-Direction:** Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments
2. **Responsible Citizenship:** Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.
3. **Responsible Citizenship:** Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.

Understandings

The way you work with your teammates impacts the quality of your connections and your success.

Taking responsible risks and learning from feedback is essential to personal growth and team success.

Essential Questions

1. What was challenging for me? The group?
2. How did I contribute to the group's success?
3. What are the benefits of working well as a group?
4. How can I apply this experience to future group experiences?
5. What was the importance of taking risks? How

	<p>did it allow our team to grow?</p> <p>6. What's my/our goal? What's the plan? How do I know it is working? What adjustments might be needed?</p>
Knowledge	Skills (Framed as Learning Targets)
<p>The "experiential learning cycle", "challenge by choice", and "full value commitment" can be used in future experiences.</p>	<p>I can safely take risks.</p> <p>I can effectively set challenging yet attainable goals for myself and the group.</p> <p>I can effectively communicate with my team.</p> <p>I can be honest with myself and my team about my level of comfort during activities.</p> <p>I can keep myself and others safe.</p> <p>I can be an active participant in the activity.</p> <p>I can actively listen, cooperate and compromise with others in a group.</p>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p><a href="#">PA Full Value Self Assessment #1</a>  <a href="#">PA Full Value Self Assessment # 2</a>  <a href="#">PA Assessment</a></p> <p>Teacher observation  Written FVC self assessment  Written reflection (utilize essential questions)</p>	<p><a href="#">Challenge Circles Assessment</a>  <a href="#">5 Finger self/group assessment</a></p> <p>Peer assessment  Self assessment</p>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Project Adventure	Estimated # of Lessons: 8
<p>Relevant Learning Targets (from Stage 1) :</p> <p>I can safely take risks.</p> <p>I can effectively set challenging yet attainable goals for myself and the group.</p> <p>I can effectively communicate with my team.</p>	<p>Relevant Essential Questions (from Stage 1):</p> <ol style="list-style-type: none"> <li>1. What was challenging for me? The group?</li> <li>2. How did I contribute to the group's success?</li> <li>3. What are the benefits of working well as a group?</li> <li>4. How can I apply this experience to future group experiences?</li> <li>5. What was the importance of taking risks? How did it allow our team to grow?</li> </ol>

<p>I can be honest with myself and my team about my level of comfort during activities.</p> <p>I can keep myself and others safe.</p> <p>I can be an active participant in the activity.</p> <p>I can actively listen, cooperate and compromise with others in a group.</p>	<p>6. What's my/our goal? What's the plan? How do I know it is working? What adjustments might be needed?</p>
<p>Learning Activities: Students will participate in a series of games, initiatives, and low elements throughout the PA curriculum.</p> <p><b>Day 1. INTRODUCTION &amp; CREATING COMMUNITY</b>  **"Gotcha!"  Intro/Review PA  Creating a community, problem solving, risk taking, building trust, taking care of one another, full value contract, challenge by choice, communication, strategy, safety <b>Write down one word</b>  -"Hi, I'm Kate"  -Have you ever / Spectrums</p> <p><b>Day 2. CREATING COMMUNITY</b>  Tick-Tack (this is a tick, this is a tack)  WHAMP'EM  Challenge Circles &amp; CBC  Choose your level of challenge, always adding value to the group  Blob Tag  Help me tag</p> <p><b>Day 3. RISK TAKING / CBC / BUILDING TRUST</b>  Ah, So, Ko, NO  Raptor Ball (blindfold activity)  Locker Challenge</p> <p><b>DAY 4. COMMUNICATION</b>  Noodle Hockey  Zoom in, Zoom Out</p> <p><b>Day 5. CREATE YOUR FVC/GOAL SETTING INITIATIVE</b>  20-30 min creating FVC.  Mass Pass</p> <p><b>Day 6. NITRO CROSSING/OBSTACLE COURSE</b></p> <p><b>Day 7. WHALE WATCH</b></p> <p><b>Day 8. TRUST LEANS &amp; FALLS</b>  Commands  Partner lean, partner pass, willow in the wind  Traveling leaner  Trust Wave  Trust fall - CBC</p> <p><b>Day 9. SPIDER WEB</b>  *Other activities depending on group's needs:</p>	

Up and over wall, teepee shuffle, whale watch, spider web, swinging tires, mohawk walk, team triangle, wild woozie, hitch hiker, nitro crossing/swinging rope, climbing ropes,

Course Name: 8th Grade PE      Unit Title: Lifetime Activities      Est. # of Lessons: 20

Unit Overview:  
 In this unit students will identify and pursue lifetime physical activities of sufficient intensity and duration to maximize health benefits, learn why it is important to develop and maintain adequate levels of physical activity/fitness and develop a knowledge base with the skills necessary to plan and execute personal activity programs.

STAGE 1: DESIRED RESULTS

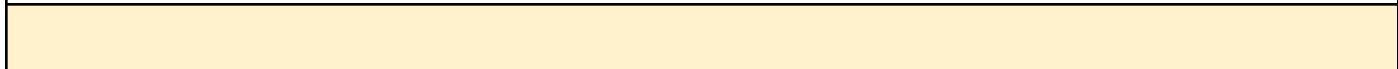
Established Goals	Transfer Goals
<p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<ol style="list-style-type: none"> <li><b>1. Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li><b>2. Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li><b>3. Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> </ol>
Understandings	Essential Questions
<p>Engaging in regular physical fitness activities in and out of school leads to improved cardiovascular fitness, endurance, flexibility, muscular strength,</p>	<p>Why is it important for me</p> <ol style="list-style-type: none"> <li><b>1. How does physical activity benefit me</b></li> </ol>

and body composition.	<p>mentally, physically, socially, and emotionally?</p> <ol style="list-style-type: none"> <li>2. Was the activity challenging for me?</li> <li>3. What changes can I make to the game or activity more inclusive?</li> </ol>
Knowledge	Skills (Framed as Learning Targets)
Physical activity has numerous physical, social-emotional, and wellness benefits.	<p>Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</p> <p>Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively..</p> <p>Play according to the rules in a positive, constructive, and purposeful way with peers.</p>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<u>6-8 PE Assessments</u> Teacher observation Class reflection through debriefing Written skill assessment	<u>6-8 PE Assessments</u> Partner peer assessment Self-assessment
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Racket Sports	Estimated # of Lessons: 5
<p>Learning Targets:</p> <ol style="list-style-type: none"> <li>1. Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</li> <li>2. Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively..             <ul style="list-style-type: none"> <li>● Perform, explain, and provide examples of paddle skills</li> <li>● Perform the forehand and backhand lob</li> <li>● Identify the skill cues for the forehand and backhand volleys</li> </ul> </li> <li>3. Play according to the rules in a positive, constructive, and purposeful way with peers.</li> </ol>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How can I develop and maintain adequate levels of physical activity/fitness?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>What can I do to be physically active throughout my life?</p>

<ul style="list-style-type: none"> <li>● Identify the scoring and gameplay rules of Pickleball.</li> <li>● Work cooperatively with their partner to complete skill activities and gameplay.</li> <li>● demonstrate good sportsmanship</li> </ul>	
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Learning Activities: Students will learn through skill practice, modified games, and activities. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.

- ❖ Can Jam assist
- ❖ Skinny Singles
- ❖ “Dingles”
- ❖ “See Ya”
- ❖ King of the court
- ❖ Pickleball 4-square
- ❖ 1v1
- ❖ 2v2
- ❖ Tournament play - singles/doubles
- ❖ “Ice Cream Cone” -[Ice cream Cone Drill](#)
- ❖ Badminton Timeline-[Suggested timeline](#)



Second Topic: Fitness	Estimated # of Lessons: 5-6
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<p>Learning Targets:</p> <ol style="list-style-type: none"> <li>1. Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</li> <li>2. Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively. <ul style="list-style-type: none"> <li>● Perform, explain, and provide examples of cardiovascular activities</li> <li>● Perform, explain, and provide examples of basic flexibility activities</li> <li>● Perform, explain, and provide examples of basic muscular strength activities</li> <li>● Perform, explain, and provide examples of endurance activities</li> </ul> </li> <li>3. Participate according to rules in a positive,</li> </ol>	<p>Essential Questions:</p> <p>How can I develop and maintain adequate levels of physical activity/fitness?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>What can I do to be physically active throughout my life?</p>
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<p>constructive, and purposeful way with peers.</p> <ul style="list-style-type: none"> <li>● Identify the safety guidelines of the fitness room.</li> <li>● Work cooperatively with their partner to complete fitness plans.</li> <li>● Demonstrate a positive attitude</li> </ul>	
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<p>Learning Activities: Students will learn through games and activities at various intensity levels. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity &amp; games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Pre-assessments -CT Physical Fitness test-preparation, peer observation for form; teacher observation and formal testing</li> <li>❖ Muscular Strength and Endurance-90 degree push up; partial curl up</li> <li>❖ Cardiovascular endurance- mile run/walk; 20 Meter PACER</li> <li>❖ Flexibility- Modified sit &amp; reach</li> <li>❖ Mid year checks on Fitness levels- peer and teacher directed</li> <li>❖ Peer checks on fitness levels ( at various times during the term)</li> <li>❖ “Fitness weeks”- focus on one or more Fitness component(s). Reflect on activity and the fitness component(s)</li> <li>❖ Fitness Room Review-rules/safety/care and use of equipment</li> <li>❖ Exercise logs</li> <li>❖ 20 Meter PACER challenges-individual and team (groups of 4 strive to reach a number of PACERS as a team)</li> <li>❖ Fitness room</li> <li>❖ Fitness Activities/Games-Fitness dodgeball (players perform exercises to return to game); Fitness Jenga (perform exercise on block); Twister</li> <li>❖ Dance/Creative Movement</li> <li>❖ Just Dance video activities</li> <li>❖ Fitness Activity options- Ga Ga; Net games; Team games; Dodgeball games; Scooter activities and games; Rope Climbing and Swinging challenges on Indoor Ropes</li> </ul>	
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Third Topic: Stenger/Outdoor Adventure	Estimated # of Lessons: 5-6
<p>Learning Targets:</p> <ol style="list-style-type: none"> <li>1. Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</li> <li>2. Demonstrate different movement patterns</li> </ol>	<p>Essential Questions:</p> <p>How can I develop and maintain adequate levels of physical activity/fitness?</p> <p>What was challenging for me and how can I improve for next time?</p>

safely and participate in physical activities efficiently and effectively.

- Perform “Leave No Trace 7 Principles” of safe hiking
  - Respect and take care of nature and ecosystems
3. Participate according to the rules in a positive, constructive, and purposeful way with peers.
- In self-selected outdoor activities, correct techniques are demonstrated for the activity, and safety protocols are followed

What can I do to be physically active throughout my life?

Learning Activities: Students will learn through games and activities to complete their Stenger/Outdoor Adventure unit. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity & games, and debrief time.

- ❖ Rules of Hiking at Stenger Farm Contract
- ❖ [Stenger Student Contract](#)
- ❖ Teach the Leave No Trace Seven Principles of Safe Hiking Contract
- ❖ [Leave No Trace Contract](#)
- ❖ Hiking Trails with Compass
- ❖ [Compass Reading Activity](#)
- ❖ Finding Objects Using Compass Bearings/Pacing Geometry
- ❖ [Habitat Game](#)-"What 4 things are required for a HABITAT?"
- ❖ "Invaders Game" (from Project Wet textbook listed below)
- ❖ "Migrating Amphibians"-resource below
- ❖ Trail Marking Identification
- ❖ Sensory Stenger (Flash card activity)-5 Sensory cards handed out to students. Card is called out by teacher- student must describe-links below
  - Smell- "[Close your eyes- what do you smell?](#)"
  - Hear- "[Close your eyes-What do you hear?](#)"
  - Look- "[Find something soft](#)"
  - Stop! Close your eyes- "[How would you describe the trail to someone who can't see?](#)"
  - Stop!-Look- "[Get a bug's eye view](#)"
- ❖ Tag Games (Fun tag games to play while you're hiking-taken from Project Adventure activities)
- ❖ "Take a Hike" Scavenger hunt (at home activity, used as Distance Learning assignment) OR modify to use at Stenger (link below)
- ❖ [Stenger Games-Predator vs Prey!!!](#)
- ❖ Flash Flood (Trail game) link below
- ❖ Camouflage (Trail Game) link below
- ❖ [Hiking Trail Games](#)
- ❖ Fitness: Step count by trail students use phones (with teacher permission) to count steps during class for each trail
- ❖ Indoor Lesson- use of fitness room ("Virtual Stenger") or gym space-
- ❖ [Indoor Stenger lessons-Virtual Stenger or Survival game](#)
- ❖ Use of Technology -permitting use of cell phones for activities- (Step app; Photos while Hiking at



Stenger, apps on phone for calculating distance; compass app)

- ❖ \*\*\*Include Project Adventure Cooperative games & challenges
- ❖ List the major learning events and activities the teacher engages the students in. Reference Bloom's level
- ❖ Resources (PPTs, Textbooks, Articles, Graphic Organizers, Visual aid etc.):
- ❖ (Include hyperlinks)
- ❖ [Project Wet](#)-PPG. 263-269 -Invaders! ( p. 267)
- ❖ [The Physical Education Handbook](#)-Orienteering, ppg 235-243
- ❖ [Using Compass Bearings](#) 22; Pacing Geometry. 21
- ❖ [It's Not Just Gym Anymore](#)- Chapter 9-Outdoor Adventure
- ❖ [Stenger Assessment](#)
- ❖ [Take a Hike Scavenger Hike](#)

**YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT**

<p>Forth Topic: Recreational Games</p>	<p>Estimated # of Lessons: 15</p>
<p>Learning Targets:</p> <p>Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</p> <p>Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively.</p> <ul style="list-style-type: none"> <li>● Perform skills for specific rec games proficiently.</li> <li>● Identify the skill cues for specific rec games.</li> </ul> <p>Play according to the rules in a positive, constructive, and purposeful way with peers.</p> <ul style="list-style-type: none"> <li>● Instruct others on the scoring and gameplay rules of dodgeball, swat ball, MacDougal ball, Capture the flag, scooter games, lawn games, archery, etc.</li> <li>● Work cooperatively with a partner or team to complete skill activities and gameplay.</li> <li>● Demonstrate good sportsmanship</li> </ul>	<p>Essential Questions:</p> <p>How can I develop and maintain adequate levels of physical activity/fitness?</p> <p>What was challenging for me and how can I improve for next time?</p> <p>What can I do to be physically active throughout my life?</p>
<p>Learning Activities: Students will learn through skill practice, modified games and activities. Each activity/game includes instruction time, teacher demonstrations, skill practice, activity/games, and debrief time.</p> <ul style="list-style-type: none"> <li>❖ Swat Ball</li> </ul>	

- ❖ MacDougal Ball
- ❖ Capture Flag
- ❖ Tag games- noodle, everybody is it, pop up etc
- ❖ Scooter Games
- ❖ Disc Golf
- ❖ KanJam
- ❖ Corn Hole
- ❖ Ladder Ball
- ❖ Dice Ball
- ❖ Spike Ball
- ❖ Archery
- ❖ Dodgeball
- ❖ Battleship
- ❖ Mat ball/Kickball
- ❖ Tennis Baseball/Wiffle Ball
- ❖ Alfonso Ball
- ❖ Croquet
- ❖ Bocce

Fifth Topic: Creative Movement	
Fifth Topic: Creative Movement	Estimated # of Lessons: 3
<p>Learning Targets:</p> <ol style="list-style-type: none"> <li>1. Engage in physical activity outside of school to challenge my fitness level and promote personal wellness</li> <li>2. Demonstrate different movement patterns safely and participate in physical activities efficiently and effectively..               <ul style="list-style-type: none"> <li>● In self-selected activity, create and perform a movement sequence to music or a tempo (as an individual or in a small group) demonstrating creative dance fundamentals</li> <li>● Perform different locomotor patterns</li> <li>● Perform a series of Gymnastic movements</li> </ul> </li> <li>3. Perform skills according to the safety cues in a positive, constructive, and purposeful way with peers.</li> </ol>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How can I develop and maintain adequate levels of physical activity/fitness?</li> <li>● What was challenging for me and how can I improve for next time?</li> <li>● What can I do to be physically active throughout my life?</li> </ul>
Learning Activities: Students will learn through movement activities. Each activity/game includes	

instruction time, teacher demonstrations, skill practice, activity & games, and debrief time.

- ❖ Teach a series of Dance Routines
- ❖ Just Dance
- ❖ In self-selected activity, create and perform a movement sequence to music or a tempo (as an individual or in a small group) demonstrating creative dance fundamentals
- ❖ Proper Warm-up
- ❖ Explanation of dance/ creative movement
- ❖ Explanation/examples of planning the movement routine
- ❖ Movement resource handouts: to review & practice
- ❖ Practice / Preview various movement forms, tumbling, stunts, dance patterns
- ❖ Teacher-directed dance/rhythm routines
- ❖ Technology-driven dance routines
- ❖ Plan, practice, perform routines

**Unit Overview:**

Personal wellness is a product of behaviors and choices relating to one's physical, mental, emotional, social, intellectual, environmental, and spiritual well-being. In this unit, students will explore factors that make up their own personal identity and consider how their values and choices can encourage optimal wellness. We will engage in a series of reflection tools and strategies to enhance the different dimensions of wellness.

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<ol style="list-style-type: none"> <li><b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> <li><b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> </ol>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Personal choices can impact one's health in positive and negative ways.</li> <li>One's personal health can be affected by a variety of influences.</li> </ul>	<ul style="list-style-type: none"> <li>How can my personal decisions impact the mental, emotional, social, and physical health of myself and others?</li> <li>How do societal factors and technology influence my choices and overall health?</li> <li>What strategies can I use to improve my mental/emotional health?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Concepts related to physical, mental, emotional, and social development, and the impact on self and others.</li> <li>Strategies for achieving optimal mental/emotional health.</li> <li>Strategies for goal-setting and</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and implement strategies for improving optimal health.</li> <li>I can formulate a realistic goal to improve a positive personal health-related goal.</li> <li>I can analyze the impact of a variety of decisions relating to physical, mental, or social</li> </ul>

<p>decision-making.</p>	<p>health.</p> <ul style="list-style-type: none"> <li>● I can describe a variety of appropriate ways to respond to stress.</li> <li>● I can demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health and prevent violence.</li> <li>● I can list and implement the steps involved in the decision-making process.</li> <li>● I can develop a S.M.A.R.T. goal relating to my own personal health behaviors.</li> <li>● I can locate valid and reliable mental health services and resources.</li> <li>● I can analyze how influences of peers and the media impact one’s thoughts and attitudes toward health.</li> </ul>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

<p>Summative Assessment</p>	<p>Formative Assessment</p>
<p>Personal SMART goals Identity project reflection</p>	<p>Wellness wheel &amp; reflection questions DECIDE decision making</p>

**STAGE 3: LEARNING PLAN**

<p><b>Unit Topic:</b> Values, decision making &amp; goal-setting</p>	<p><b>Estimated # of Lessons:</b> 7</p>
<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>● I can identify and implement strategies for improving optimal health.</li> <li>● I can formulate a realistic goal to improve a positive personal health-related goal.</li> <li>● I can analyze the impact of a variety of decisions relating to physical, mental, or social health.</li> <li>● I can describe a variety of appropriate ways to respond to stress.</li> <li>● I can demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can my personal decisions impact the mental, emotional, social, and physical health of myself and others?</li> <li>● How do societal factors and technology influence my choices and overall health?</li> <li>● What strategies can I use to improve my mental/emotional health?</li> </ul>

and prevent violence.

- I can list and implement the steps involved in the decision-making process.
- I can develop a S.M.A.R.T. goal relating to my own personal health behaviors.
- I can locate valid and reliable mental health services and resources.
- I can analyze how influences of peers and the media impact one's thoughts and attitudes toward health.

### Learning Activities:

- Introduce health skills covered in wellness class using [Wellness skills JamBoard](#) or poster activity.
- Complete self-reflection on physical, social, and mental health behaviors [PSM Self-Inventory grade 8](#)
- Discuss the dimensions of wellness; students complete a checklist assessing their own behaviors for each dimension ([Slideshow](#) & [checklist](#)).
- Illustrate and reflect on your wellness for each dimension using the [wellness wheel & reflection questions](#). (Dimension of wellness [cheat sheet](#))
- "Would you rather..." activity: students contemplate their own choices based on their personal values. ([Movement activity](#) or [Polleverywhere survey](#))
- Discussion of personal values using [slides](#) & [worksheet](#); add stickers to posters for interactive activity to view class values.
- Class poll or brainstorm: What's the difference between everyday vs. difficult decisions?
- Discuss: How can your values help you make difficult decisions?
- Explain the [DECIDE](#) model and walk through example as a class
- Breakdown scenario in groups and/or independently with [worksheet \(group scenarios\)](#) ([independent scenarios](#))
- Brainstorm the difference between a dream and a goal: [Dream vs. Goal brainstorm](#)
- Explain & discuss [SMART goals](#), providing some examples ([Sample SMART goals](#)).
- View YouTube video: [Stick to your SMART goals](#)
- Complete [Goal setting wkst](#); brainstorm a list of goals, and then break down some into SMART goals.
- Create [vision board](#) & [reflection](#) to illustrate personal values and goals for the future

### Supplemental resources/additional activities:

- ["Go for Goals"](#) Scholastic article and [assessment](#)
- ["Dreams vs. Goals: The differences that matter"](#) article
- [SMART goal](#) visual
- ["What Would You Do"](#) video and reflection
- Decision Making Scenario activity - 5 stations with social scenarios: [Directions/Scenarios](#) and [Reflection sheet](#)
- YouTube: [Admiral McRaven "Make your bed"](#)

**Unit Overview:**

The focus of this unit is to examine other aspects of physical health in addition to traditional exercise. Sleep, stress, and movement all play a major role in our physical well-being.

### STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<ul style="list-style-type: none"> <li>● <b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Personal choices can impact one’s health in positive and negative ways.</li> <li>● One’s personal health can be affected by a variety of influences.</li> </ul>	<ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health? How is it working?</li> <li>● How might my mental health impact my physical well-being?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Strategies for achieving optimal mental/emotional health.</li> <li>● Risks of leading a sedentary lifestyle</li> <li>● Disease prevention through proper nutrition, exercise, and adequate sleep.</li> <li>● Short and long-term benefits of physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify and implement strategies for improving optimal health.</li> <li>● I can describe ways to increase daily physical activity and decrease inactivity.</li> <li>● I can explain the short- and long-term benefits of physical activity..</li> <li>● I can use the components of health-related fitness to create a fitness plan/program.</li> <li>● I can explain the importance of sleep on one’s overall health, and develop strategies to improve one’s own sleep habits.</li> <li>● Examine the effects of stress on the body and develop strategies to reduce stress in one’s life.</li> </ul>

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
Personal workout circuit Sleep reflection Sleep strategies	Personal sleep assessment Types of exercise What makes muscles grow assessment
STAGE 3: LEARNING PLAN	
Unit Topic: Physical health	Estimated # of Lessons: 4-5
<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>● I can identify and implement strategies for improving optimal health.</li> <li>● I can describe ways to increase daily physical activity and decrease inactivity.</li> <li>● I can explain the short- and long-term benefits of physical activity.</li> <li>● I can use the components of health-related fitness to create a fitness plan/program.</li> <li>● I can explain the importance of sleep on one's overall health, and develop strategies to improve one's own sleep habits.</li> <li>● Examine the effects of stress on the body and develop strategies to reduce stress in one's life.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health? How is it working?</li> <li>● How might my mental health impact my physical well-being?</li> </ul>
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>→ Complete personal sleep assessment</li> <li>→ Watch TED-Ed video: What would happen if you didn't sleep? and discuss information presented</li> <li>→ Choices Article: Generation Zzz &amp; worksheet</li> <li>→ Track sleep over the course of a week on google form and reflect on progress/behaviors.</li> <li>→ Complete sleep strategies checklist; identify strategies currently used and select strategies to implement into one's own routine.</li> <li>→ Class discussion: How can stress impact one's physical health?</li> <li>→ YouTube: How stress affects your body</li> <li>→ Introduce and attempt, as a class, Mindful breathing exercise</li> <li>→ Students explore Yoga and breathing exercises independently or in small groups</li> <li>→ View TED-Ed video: Health, Fitness &amp; Happiness: Tony Horton</li> <li>→ As a class, watch YouTube: Types of Exercise, stopping after each section to complete questions on Google Form</li> <li>→ As a class, complete movement activities to match types of exercise viewed (aerobic, resistance training, flexibility training, balance training, coordination)</li> <li>→ Watch TED-Ed video: What makes muscles grow &amp; complete assessment</li> </ul>	



- Discuss the components of a fitness routine and create Personal workout circuit (example)
- Move through personal workout circuit, independently or with partners

**Supplemental resources/additional activities:**

- Scholastic Choices article “Stressed out” & worksheet
- Lesson on stress management: Discuss additional ways to reduce stress using YouTube: Stress Coping Strategies A to Z and Strategies for Stress Management worksheet
- Activity: Make stress-free “Chinese fortune teller”

Course Name: **Wellness** Unit Title: **Consumer Health & Nutrition** Est. # of Lessons: 5-6

**Unit Overview:**

In this unit, students will build on previous knowledge of nutrition information to understand what it means to be a wise consumer. Students will analyze food packaging, and marketing of products, while determining what this information means. We examine how the media plays a role in one’s purchasing decisions, and how all of these consumer choices can affect the different dimensions of wellness.

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Students will be able to independently use their learning to ....</p> <ul style="list-style-type: none"> <li>● <b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making</li> <li>● <b>Research and Understanding:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Critical thinking:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
Understandings	Essential Questions
<p>Students will understand that .....</p> <ul style="list-style-type: none"> <li>● Personal choices impact one’s overall wellbeing in positive and negative ways.</li> <li>● One’s personal health can be affected by a variety of influences.</li> </ul>	<p>Students will keep considering ....</p> <ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve</li> </ul>

	<p>my health? How is it working?</p> <ul style="list-style-type: none"> <li>How do societal factors and technology influence my choices and overall health?</li> </ul>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>Disease prevention through proper nutrition.</li> <li>How being a consumer can affect different dimensions of one's wellness.</li> <li>What the information on a food or beverage package tells the consumer about the product.</li> <li>There are internal and external influences on decisions relating to one's health and wellness.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate the consequences of technology and/or social media on one's health.</li> <li>I can examine the influence of family, culture, media, peers, and personal beliefs on consumer decision making.</li> <li>I can recognize factors that influence my choices.</li> <li>I can identify strategies companies use to influence a consumer's choices.</li> <li>I can use information on food and beverage packaging to determine the nutritional value to make better choices for my health.</li> <li>I can recognize various health claims and understand what they are or aren't telling me.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
Consumer Health: Analyzing labels Advertising Project	Internal vs. external influences Media influences wkst Analyzing [eating] Influences <i>Fooducate</i> worksheets
<b>STAGE 3: LEARNING PLAN</b>	
<b>Unit Topic:</b> Consumer health	<b>Estimated # of Lessons:</b> 4
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can recognize factors that influence my choices.</li> <li>I understand what it means to be an aware consumer.</li> <li>I can identify strategies companies use to influence a consumer's choices.</li> <li>I can use information on food and beverage packaging to determine the nutritional</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do societal factors and technology influence my choices and overall health?</li> <li>How do my personal decisions impact my overall wellness?</li> <li>What areas might I want to improve? What strategies and resources can I use to improve my health? How is it working?</li> <li>What information is needed to develop a healthy diet, and how can I determine how</li> </ul>

<p>value.</p> <ul style="list-style-type: none"> <li>• I can recognize various health claims and understand what they are or aren't telling me.</li> </ul>	<p>healthy or unhealthy different foods are?</p>
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**Learning Activities:**

- Discuss internal and external influences on behaviors, and analyze one's own influences using the Internal vs. external influences worksheet. Use the Analyzing [eating] Influences rating scale to identify what triggers one's different eating behaviors.
- Introduce consumer health vocabulary terms using the Consumer vocabulary flash cards/matching activity.
- Explore one's own consumer behaviors and determine what it means to exploit one's insecurities through the Media influences wkst and discussion.
- Make connections between being a consumer and the different dimensions of wellness (i.e. physical, emotional, social, environmental, etc.)
- Explore marketing techniques including target population, convenience, and personal values.
- Review prior knowledge of nutrients with the Nutrition Review slides.
- Analyze Ingredients lists to determine the product as well as its nutritional value through an interactive "Guess the Food" game and discussion about what the label/ingredients list tells the consumer.
- Identify key components on a food label and determine its "health score" using the *Fooducate* worksheet (oreo / pop tart)
- Analyze two products and decide which is healthier, based on the nutrition label and ingredients list. Start with a fun This or That? Survey, and use the worksheet for product analysis.
- Discuss "health claims" (using the Health claims slides) and locate a variety of health claims on popular food and beverage products
- Use information about marketing, health claims, nutrition facts and ingredients list to analyze a food product package using either assessment: Analyzing labels worksheet / online version.
- View marketing & advertising techniques used on both food and non-food products through slides.
- View commercials & identify the advertising techniques used with the use of an interactive JamBoard or worksheet.

**Supplemental resources/additional activities:**

- View a print advertisement and analyze the marketing components included: Advertisement analysis wkst / Choose an Ad
- YouTube: Healthy or Junk (22 min.)
- Design an advertisement marketing a specific audience, using marketing strategies discussed.

Course Name: **Wellness** Unit Title: **Healthy Relationships** Est. # of Lessons: 6-7

**Unit Overview:**

In this unit, students will examine what makes a healthy relationship, as well as warning signs of an unhealthy or abusive relationship. Students will practice communication skills to build confidence within their own relationships, and explore behaviors and strategies to maintain sexual health.

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<ul style="list-style-type: none"> <li>● <b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Personal choices can impact one’s health in positive and negative ways.</li> <li>● One’s personal health can be affected by a variety of influences.</li> </ul>	<ul style="list-style-type: none"> <li>● How can my personal decisions impact the mental, emotional, social, and physical health of myself and others?</li> <li>● How do societal factors and technology influence my choices and overall health?</li> <li>● How can I achieve sexual health?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Elements of a healthy and/or unhealthy/abusive relationship.</li> <li>● Vocabulary terms and concepts relating to sexuality, sexual assault, consent and sexually transmitted infections.</li> <li>● Benefits and consequences of technology and/or social media on one’s health.</li> <li>● Resources for sexual health and safety.</li> <li>● Strategies for reducing the risk of unwanted pregnancy and/or sexually</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify various influences on my behaviors and decision making..</li> <li>● I can compare and contrast the characteristics of healthy and unhealthy relationships.</li> <li>● I can demonstrate effective negotiation and refusal skills to set boundaries, clear expectations, and avoid sexual risk behaviors.</li> <li>● I can explain the role of communication in a healthy romantic relationship.</li> <li>● I can identify warning signs or red flags of</li> </ul>

<p>transmitted infections.</p> <ul style="list-style-type: none"> <li>• Common STI facts, transmission routes and prevention strategies (including HIV/AIDS)</li> <li>• Identify the process for getting help and to report sexual harassment, sexual assault, child abuse, bullying, and other types of violence.</li> </ul>	<p>unhealthy or abusive behavior in a dating relationship.</p> <ul style="list-style-type: none"> <li>• I can explain potential impacts of teen pregnancy on future goals.</li> <li>• I can identify some methods of contraception and how they work.</li> <li>• I can identify behaviors that increase one's risk of contracting STIs and HIV.</li> <li>• I can explain the importance of early detection of STIs and HIV in preventing adverse health conditions.</li> <li>• I can contemplate the influence of alcohol and other drugs on sexual behavior and sexual health.</li> <li>• I can persuade others to avoid or reduce risky sexual behaviors.</li> <li>• I can identify and access sexual health resources at school, online, and in the community.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<p>Teen Dating Violence EdPuzzle responses Sexting PSA assignment Relationship Self Contract Goal-setting and sexual decision making assessment</p>	<p>Polleverywhere survey Healthy/Unhealthy relationships worksheet Support system Google form Interactive assertive communication activity</p>
<b>STAGE 3: LEARNING PLAN</b>	
<p><b>First Unit Topic:</b> Healthy &amp; Unhealthy Relationships</p>	<p><b>Estimated # of Lessons:</b></p>
<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can identify various influences on my behaviors and decision making.</li> <li>• I can compare and contrast the characteristics of healthy and unhealthy relationships.</li> <li>• I can demonstrate effective negotiation and refusal skills to set boundaries, clear</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can my personal decisions impact the mental, emotional, social, and physical health of myself and others?</li> <li>• How do societal factors and technology influence my choices and overall health?</li> <li>• How can I achieve sexual health?</li> </ul>

<p>expectations, and avoid sexual risk behaviors.</p> <ul style="list-style-type: none"> <li>● I can explain the role of communication in a healthy romantic relationship.</li> <li>● I can identify warning signs or red flags of unhealthy or abusive behavior in a dating relationship.</li> </ul>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>→ Describe on a note card 2 people (in your life, celebrities, characters, etc.) who have a healthy relationship - what type of relationship and what makes it healthy?</li> <li>→ Brainstorm and break down elements of healthy and unhealthy relationships, and discuss the “Teen Power and Control Wheel”; Healthy/Unhealthy relationships worksheet</li> <li>→ Students create their own definition of love, and add all ideas to a poster; discuss key elements of love and respect in friendships and dating relationships.</li> <li>→ Discuss the difference between healthy/equal relationships and power/control using the Equality vs. Power/Control slides.</li> <li>→ View related videos on <a href="http://www.amaze.org">www.amaze.org</a></li> <li>→ In groups, place behavior cards on a spectrum from most controlling behaviors to most equal behaviors and discuss the most controlling statements; partner spectrum activity / group spectrum activity</li> <li>→ View and discuss the cycle of abuse, emphasizing red flags, how to get help and how to help a friend in an abusive relationship.</li> <li>→ Use the Teen Dating Violence EdPuzzle to lead discussion on dating violence. Have students respond to each question on a sticky note and add each to posters around the room or JamBoard.</li> <li>→ Invite School Resource Officer in to co-present information about sexual harassment, sexual assault and sexting, as well as potential implications, consequences, and prevention strategies. Use Sexual harassment &amp; Sexting to guide discussion.</li> <li>→ Gauge student understanding of sexual harassment, assault, and inappropriate behaviors through a Polleverywhere survey</li> <li>→ View YouTube video: Teen voices: sexting, relationships, and risks</li> <li>→ Create a Public Service Announcement/social media advertisement to educate other teenagers of the dangers and risks of sexting; Sexting PSA</li> </ul>	
<p><b>Supplemental resources/additional activities:</b></p> <ul style="list-style-type: none"> <li>→ Examine one aspect of a healthy &amp; unhealthy relationship and illustrate using the See Hear Feel Think worksheet.</li> <li>→ Read Scholastic Choices article: This isn’t love &amp; complete the related worksheet</li> </ul>	
<p><b>Second Unit Topic:</b> Sexual Health</p>	<p><b>Estimated # of Lessons:</b></p>
<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>● I can explain potential impacts of teen pregnancy on future goals.</li> <li>● I can identify some methods of</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can my personal decisions impact the mental, emotional, social, and physical health of myself and others?</li> <li>● How do societal factors and technology influence my choices and overall health?</li> </ul>

<p>contraception and how they work.</p> <ul style="list-style-type: none"> <li>• I can identify behaviors that increase one’s risk of contracting STIs and HIV.</li> <li>• I can explain the importance of early detection of STIs and HIV in preventing adverse health conditions.</li> <li>• I can contemplate the influence of alcohol and other drugs on sexual behavior and sexual health.</li> <li>• I can persuade others to avoid or reduce risky sexual behaviors.</li> <li>• I can identify and access sexual health resources at school, online, and in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• How can I achieve sexual health?</li> </ul>
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>→ With partners, practice assertive communication skills with the interactive assertive communication activity</li> <li>→ View YouTube: Consent Information for Teens (or Consent EdPuzzle)</li> <li>→ Complete the Relationship Self Contract, outlining the student’s personal boundaries and expectations for a future relationship; Self Contract (e-version) / Self Contract (printable)</li> <li>→ Identify one’s own support system by naming people they could access in different scenarios through the Support system Google form</li> <li>→ View related videos on <a href="http://www.amaze.org">www.amaze.org</a> (i.e. STI prevention beyond condoms, What should you do if you’ve had unprotected sex, Tips for safer sex and pregnancy prevention )</li> <li>→ Investigate STIs using several websites to complete the STI webquest</li> <li>→ Connect healthy sexual behaviors to personal values, goal-setting and decision making through a final assessment.</li> </ul>	
<p><b>Supplemental resources/additional activities:</b></p> <ul style="list-style-type: none"> <li>→ Captain Condom sorting activity (answer key)</li> <li>→ STI comic strip assignment</li> </ul>	

Course Name: **Wellness** Unit Title: **Substance Abuse Prevention** Est. # of Lessons: 5-6

**Unit Overview:**

In this unit, students will explore the concept of gateway drugs, and the effects on adolescents. Students will understand ways alcohol, tobacco, medicines/supplements, and other drugs have a variety of harmful effects on the body and influence the ability to make decisions related to personal wellness and the wellness of others.

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<ol style="list-style-type: none"> <li><b>1. Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making</li> <li><b>2. Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li><b>3. Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.</li> </ol>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Personal choices can impact one’s health in positive and negative ways.</li> <li>● One’s personal health can be affected by a variety of influences.</li> </ul>	<ul style="list-style-type: none"> <li>● How can my personal decisions impact the mental, emotional, social, and physical health of myself and others?</li> <li>● How do societal factors and technology influence my choices and overall health?</li> <li>● What will I do if/when I’m offered a drug?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Vocabulary terms and concepts relating to substance abuse.</li> <li>● Health risks associated with substance abuse</li> <li>● Strategies for avoiding drug use</li> </ul>	<ul style="list-style-type: none"> <li>● I can understand how outside influences affect substance-related practices and behaviors.</li> <li>● I can demonstrate the use of effective communication skills to avoid or reduce my exposure to drugs.</li> <li>● I can select positive alternatives to using alcohol and other drugs.</li> <li>● I can access reliable resources in school, community and online for support with substance abuse among self or others.</li> <li>● I can differentiate between proper use and abuse of prescription medicines.</li> <li>● I can explain the role of the developing brain on addiction.</li> </ul>

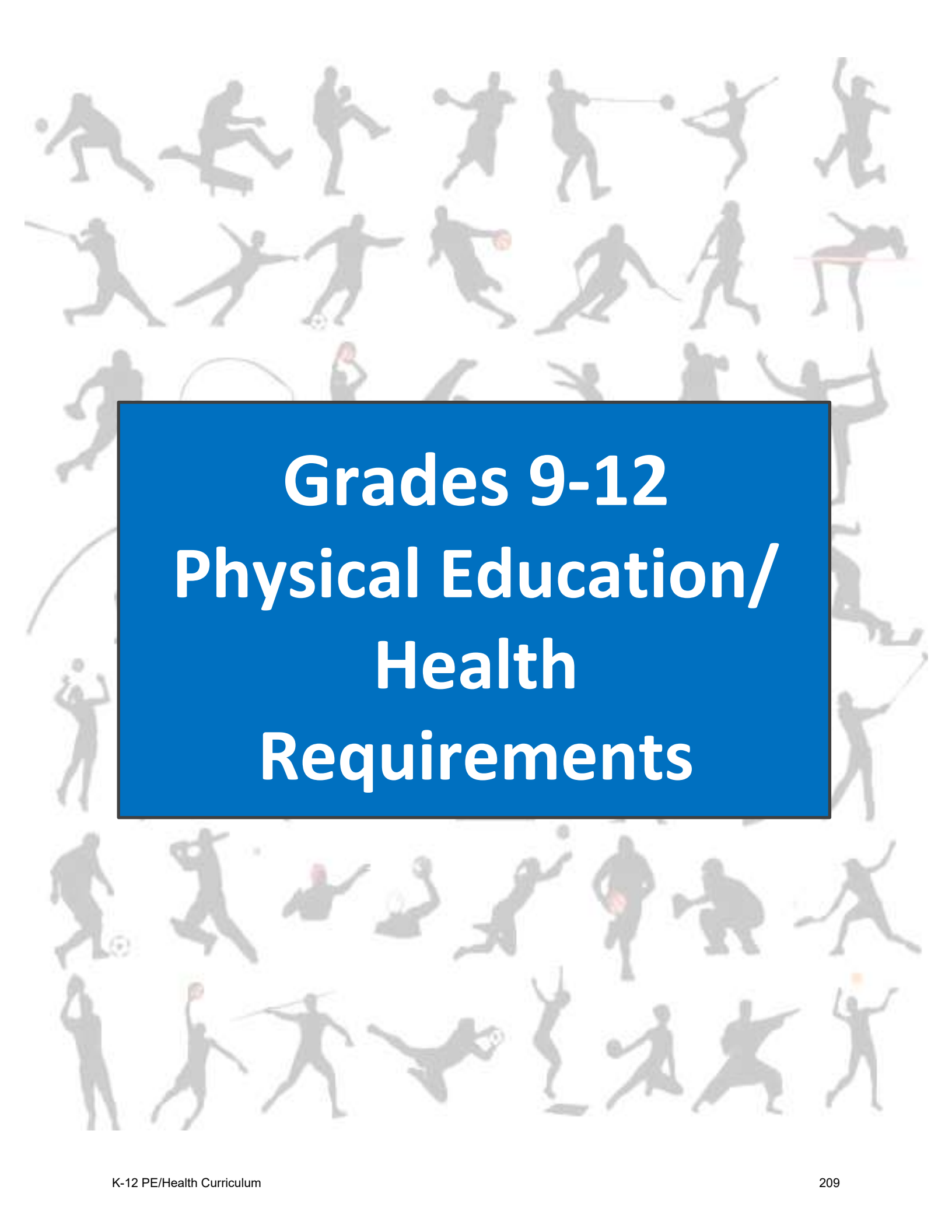


	<ul style="list-style-type: none"> <li>I can persuade others to avoid or reduce health risks related to substance use and abuse.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
Drug Abuse Prevention Info-Sheet assignment Drugs of Abuse assessment	Refusal Skills Practice Prescription for Addiction reflection Drug Abuse Prevention assignment Drug WebQuest
<b>STAGE 3: LEARNING PLAN</b>	
<b>Unit Topic:</b> Substance abuse prevention	<b>Estimated # of Lessons:</b> 4-5
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can understand how outside influences affect substance-related practices and behaviors.</li> <li>I can demonstrate the use of effective communication skills to avoid or reduce my exposure to drugs.</li> <li>I can select positive alternatives to using alcohol and other drugs.</li> <li>I can access reliable resources in school, community and online for support with substance abuse among self or others.</li> <li>I can differentiate between proper use and abuse of prescription medicines.</li> <li>I can explain the role of the developing brain on addiction.</li> <li>I can persuade others to avoid or reduce health risks related to substance use and abuse.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can my personal decisions impact the mental, emotional, social, and physical health of myself and others?</li> <li>How do societal factors and technology influence my choices and overall health?</li> <li>What will I do if/when I'm offered a drug?</li> </ul>
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>→ Students practice refusal skills strategies through JamBoard</li> <li>→ Review drug related vocabulary terms</li> <li>→ Drugs and the Brain reading assignment</li> <li>→ Complete Stages of Addiction activity (or electronic slides activity), identifying and ordering the different stages of addiction.</li> <li>→ View News 8: Prescription for Addiction and/or read news story and discuss the link between prescription opioids and heroin. Students will complete Letter to Debbie reflection independently.</li> </ul>	

- Students will work independently or in pairs to research information about several drugs of abuse, following the Drug WebQuest.
- Students will create a Drug Abuse Prevention Info-Sheet assignment to advocate for drug abuse prevention.
- Drug Abuse Prevention assignment; students select options to complete
- Drugs of Abuse assessment

**Supplemental resources/additional activities:**

- YouTube videos:
  - ◆ Why so hard to quit
  - ◆ Addiction
  - ◆ The Science of Opioid Withdrawal
- Invite guest speaker: Debbie Breton and/or Jackie Botteon for further discussion on News8 Prescription for Addiction story.
- Scholastic Choices article “Heroin took over our town”
- Drug Bingo game / Bingo cards
- Alcohol Jeopardy game

The background of the page is filled with numerous grey silhouettes of people in various athletic poses, representing different sports such as soccer, basketball, tennis, and track and field. These silhouettes are scattered across the entire page, creating a dynamic and active atmosphere.

# Grades 9-12 Physical Education/ Health Requirements

Course Name: **Personal Wellness**      Unit Title: **Nutrition**      Est. # of Lessons: **10**

Unit Overview: *In this unit, students will learn about basic nutrition, explore their own diet, research eating disorders, and learn how to create a healthy diet plan to fuel the body for success.*

**STAGE 1: DESIRED RESULTS**

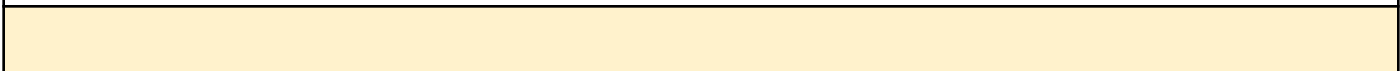
Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</li> <li>● <b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</li> <li>● <b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</li> <li>● <b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</li> <li>● <b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making</li> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Personal choices impact one’s overall wellbeing in positive and negative ways.</li> <li>● One’s personal health can be affected by a variety of influences.</li> </ul>	<ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health?</li> <li>● What information is needed to develop a healthy diet, and how can I determine how healthy or unhealthy different foods are?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Six main nutrients</li> <li>● Micronutrients or macronutrients</li> <li>● Recognize vitamins and minerals and what food groups they can be found in</li> </ul>	<ul style="list-style-type: none"> <li>● I can evaluate which foods are go, slow, &amp; whoa foods</li> <li>● I can evaluate what influences eating habits</li> <li>● I can read a nutrition label and find specific</li> </ul>

<ul style="list-style-type: none"> <li>● Vocabulary and concepts related to eating disorders</li> <li>● Fad Diets and how they affect one' health</li> </ul>	<p>information</p> <ul style="list-style-type: none"> <li>● I can access reliable and valid eating disorder resources</li> <li>● I can evaluate menu options at fast food restaurants</li> <li>● I can assess my eating habits and make healthy food choices.</li> <li>● I can identify the signs and symptoms of eating disorders.</li> <li>● I can evaluate fad diets and determine the health benefits.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<p>Eating disorders project Fad Diet Project</p>	<ul style="list-style-type: none"> <li>● Nutrient Poster activity</li> <li>● Fast Food Webquest</li> <li>● Scavenger Hunt</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
<p>First Topic: Nutrition</p>	<p>Estimated # of Lessons: 10</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can evaluate which foods are go, slow, and whoa foods</li> <li>● I can evaluate what influences eating habits</li> <li>● I can read a nutrition label and find specific information</li> <li>● I can evaluate menu options at fast food restaurants</li> <li>● I can assess my eating habits and make healthy food choices.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health?</li> <li>● What information is needed to develop a healthy diet, and how can I determine how healthy or unhealthy different foods are?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Nutrition Basics Powerpoint</li> <li>● Nutrient Poster activity</li> <li>● <b>Bellringer:</b> nutrition basics review</li> <li>● MyPlate &amp; Go, Slow, Whoa foods powerpoint</li> <li>● "What's My ID?" worksheet</li> <li>● Fast Food Webquest</li> <li>● <b>Bellringer:</b> GSW &amp; MyPlate review</li> <li>● Nutrition Labels slide presentation</li> <li>● Nutrition Labels in-class Scavenger Hunt or "What's My Food Label Tell Me?" assignment</li> </ul>	

- **Bellringer:** Nutrition Labels review
- Give time to finish Nutrition Label Scavenger Hunt or Grocery Store interactive activity
- Fad diet project - groups research specific fad diets and present to the class the benefits and risks

**Supplemental Resources**

- Nutrition BINGO, Bingo Card; Questions
- Food Label Scavenger Hunt
- Fed Up movie
  - Question packet
- EverFi: Healthier Me curriculum- “Meal Builder” interactive activity
- Nutrition Breakout Room
- Meal Project
  - Part 1: Nutrition in Fast Food worksheet
  - Part 2: Planning a Meal worksheet
  - Part 3: Reflection
- **Sugar Activity:** Students guess the amount of sugar in beverages and slide the images to put them in order (answer key)
- **Sugar lab**



Second Topic: Eating Disorders	Estimated # of Lessons: 2
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can evaluate what influences eating habits.</li> <li>● I can recognize the signs and symptoms of eating disorders.</li> <li>● I can access reliable and valid eating disorder resources</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health?</li> <li>● What information is needed to develop a healthy diet, and how can I determine how healthy or unhealthy different foods are?</li> </ul>

<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Nutrition Habits/Influences &amp; Eating Disorders Powerpoint</li> <li>● Eating Disorders Project           <ul style="list-style-type: none"> <li>○ Instructions</li> <li>○ Rubric</li> <li>○ Research template &amp; slide presentation template</li> <li>○ Reflection worksheet</li> </ul> </li> </ul>
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- Modified rubric & research template
- Present projects and complete reflection worksheet

Course Name: <b>Personal Wellness</b> Unit Title: <b>CPR/First Aid</b> Est. # of Lessons: <b>8</b>	
Unit Overview: <i>In this unit, students will learn about how to respond to cardiac and breathing emergencies accordingly. Through the American Red Cross supported curriculum of Responding to Emergencies, students will learn safety training for emergencies.</i>	
<b>STAGE 1: DESIRED RESULTS</b>	
Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</li> <li>● <b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</li> <li>● <b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</li> <li>● <b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Communication, Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Coordination of first responders impacts the outcome of an emergency situation.</li> <li>● Utilizing the knowledge and skills can help increase an injured or ill person's chance of survival in an emergency situation</li> <li>● When a person is having a heart attack or in cardiac arrest, every second counts.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I handle emergency situations?</li> <li>● How do I care for the victim and what is the role and responsibility of rescue personnel?</li> <li>● What do I do to care for someone who is not breathing?</li> <li>● What do I do to care for someone who is choking?</li> <li>● When and how do I use an AED?</li> <li>● How would I recognize when a person is in anaphylaxis?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Types of emergencies that require first aid</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify key ways to recognize an</li> </ul>

<ul style="list-style-type: none"> <li>● Role in an emergency situation</li> <li>● Ways bystanders can help at the scene</li> <li>● Difference between consent and implied consent</li> <li>● Purpose of Good Samaritan Laws</li> <li>● Barriers to help</li> <li>● Signs and symptoms of heart attack versus cardiac arrest</li> <li>● Adult Chain of Survival</li> <li>● Role of CPR in cardiac arrest</li> <li>● Causes of breathing emergencies</li> <li>● Signs and symptoms of respiratory distress</li> <li>● Signs and symptoms of and care for anaphylaxis</li> </ul>	<p>emergency.</p> <ul style="list-style-type: none"> <li>● I can identify how to reduce the risk of disease transmission when giving care.</li> <li>● I can identify the emergency action steps. CHECK-CALL-CARE</li> <li>● I can recognize the signs of cardiac arrest, and demonstrate how to give compression only CPR until emergency medical care arrives.</li> <li>● I can demonstrate how to use an AED.</li> <li>● I can demonstrate how to care for a person who is choking.</li> <li>● I can demonstrate the use of an epinephrine auto-injector.</li> <li>● I can identify the signs and symptoms of shock and demonstrate how to minimize its effects.</li> </ul>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>● Demonstrate life saving techniques using scenarios for the following life saving techniques: <ul style="list-style-type: none"> <li>○ CPR</li> <li>○ Compression-only CPR</li> <li>○ AED</li> <li>○ Choking</li> <li>○ Shock</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Practicing life-saving techniques using a manikin or classmates</li> <li>● Quiz: Structured set of questions based on key topics related to cardiac emergencies, breathing emergencies, and shock</li> </ul>

**STAGE 3: LEARNING PLAN**

<b>First Topic:</b> Before Giving Care	Estimated # of Lessons:
<p>Relevant Learning Targets (from Stage 1):</p> <ul style="list-style-type: none"> <li>● I can identify key ways to recognize an emergency.</li> <li>● I can identify how to reduce the risk of disease transmission when giving care.</li> <li>● I can identify the emergency action steps. CHECK-CALL-CARE</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What are the typical signs that someone is having a heart attack? What else might I need to consider?</li> <li>● What do I do to care for someone who is not breathing?</li> </ul>

Learning Activities: *American Red Cross Responding to Emergencies Instructor Manual*, pages 32-82

Lesson 1: Introduction (LT 1)  
Lesson 2 If not you, who? (LT 1,2, 3)  
Lesson 3: Taking action I (LT 2,3)  
Lesson 4: Taking action II (LT 2,3)  
Lesson 5: Before giving care (LT 1,2,3)



Lesson 6: Human body (L3)  
 Lesson 7: Checking an injured or ill person (LT 1,2,3)  
 Lesson 8: Special consideration (LT 1,2,3)

**Second Topic: Cardiac Emergencies**

Estimated # of Lessons: 4

**Learning Targets:**

1. I can identify key ways to recognize an emergency.
2. I can identify how to reduce the risk of disease transmission when giving care.
3. I can identify the emergency action steps.  
CHECK-CALL-CARE
4. I can recognize the signs of cardiac arrest, and demonstrate how to give compression only CPR until emergency medical care arrives.
5. I can demonstrate how to use an AED.
6. I can demonstrate how to care for a person who is choking.
7. I can demonstrate the use of an epinephrine auto-injector.
8. I can identify the signs and symptoms of shock and demonstrate how to minimize its effects.

**Essential Questions:**

- How do I handle emergency situations?
- How do I care for the victim and what is the role and responsibility of rescue personnel?
- What do I do to care for someone who is not breathing?
- When and how do I use an AED?

Learning Activities: American Red Cross Responding to Emergencies Manual, pages 82-171

Lesson 9: Cardiac Emergencies (LT 1, 2, 3, 4)  
 Lesson 10: CPR-Adult (LT 3.4)  
 Lesson 13: AED- Adult (LT 1,2,3,4,5)  
 Lesson 14: Adult AED Skill Practice and Scenarios (LT 1,2,3,4, 5,6)

**Third Topic: Choking Emergencies**

Estimated # of Lessons: 2

**Learning Targets:**

1. I can recognize the signs and symptoms of a breathing emergency.
2. I can demonstrate how to care for a person who is choking.

**Essential Questions:**

- How do I handle emergency situations?
- How do I care for the victim and what is the role and responsibility of rescue personnel?
- What do I do to care for someone who is choking?

Learning Activities: American Red Cross Responding to Emergencies Manual, pages 82-171

Lesson 17: Breathing Emergencies (LT 1)

Lesson 18: Choking- Adult and Child (LT 2)

**Fourth Topic: Shock and Anaphylaxis**

Estimated # of Lessons:2

**Learning Targets:**

1. I can identify key ways to recognize an emergency.
2. I can identify how to reduce the risk of disease transmission when giving care.
3. I can identify the emergency action steps.  
CHECK-CALL-CARE
4. I can recognize the signs of cardiac arrest, and demonstrate how to give compression only CPR until emergency medical care arrives.
5. I can demonstrate how to use an AED.
6. I can demonstrate how to care for a person who is choking.
7. I can demonstrate the use of an epinephrine auto-injector.
8. I can identify the signs and symptoms of shock and demonstrate how to minimize its effects.

**Essential Questions:**

- How do I handle emergency situations?
- How do I care for the victim and what is the role and responsibility of rescue personnel?
- How would I recognize when a person is in anaphylaxis?

Learning Activities: American Red Cross Responding to Emergencies Manual, pages 82-171

Lesson 21: Shock (LT 8)

Lesson 30: Sudden Illnesses III Allergic Reaction and Anaphylaxis (LT 7)

**Course Name: Personal Wellness**

**Unit Title: Exercise and Your Body**

**Est. # of Lessons: 5**

*Unit Overview: In this unit, students will learn about the components of physical fitness and how it relates to one's overall health as well as complete the state required CT Physical Fitness Assessment.*

**STAGE 1: DESIRED RESULTS**

Established Goals

Transfer Goals

<p><b>National Health Education Standards:</b></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<ul style="list-style-type: none"> <li>● <b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Personal choices impact one’s overall wellbeing in positive and negative ways.</li> <li>● One’s personal health can be affected by a variety of influences.</li> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Health-related components of physical fitness</li> <li>● Risks related to sedentary lifestyle</li> <li>● Body Mass Index versus Body composition</li> <li>● Aerobic versus anaerobic exercise</li> <li>● Ways to help with stress</li> </ul>	<ul style="list-style-type: none"> <li>● I can analyze how regular physical activity will enhance and maintain health</li> <li>● I can describe the effects of regular physical activity on body systems</li> <li>● I can assess how regular physical activity aids in disease prevention</li> <li>● I can combine physical activity into my daily life.</li> <li>● I can evaluate my fitness assessment results.</li> </ul>
<p><b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b></p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<p>CT Physical Fitness Assessment Personal Wellness Interactive Notebook</p>	<ul style="list-style-type: none"> <li>● Fitness Testing Tracker</li> </ul>
<p><b>STAGE 3: LEARNING PLAN</b></p>	
<p>First Topic: Physical Fitness</p>	<p>Estimated # of Lessons: 2</p>

<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can analyze how regular physical activity will enhance and maintain health</li> <li>● I can describe the effects of regular physical activity on body systems</li> <li>● I can assess how regular physical activity aids in disease prevention</li> <li>● I can combine physical activity into my daily life.</li> <li>● I can evaluate my fitness assessment results.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health?</li> </ul>
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<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● CT Physical Fitness Assessment Presentation</li> <li>● Physical fitness test pre-assessment (beginning of semester)</li> <li>● Physical fitness test post-assessment (end of semester)</li> <li>● Fitness Testing Tracker</li> <li>● Progression Charts</li> <li>● Components of fitness presentation</li> <li>● Creation of pamphlet of diseases related to inactivity</li> <li>● Mindfulness and Self Care presentation</li> </ul>
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<p><b>Course Name: Personal Wellness      Unit Title: Personal Wellness Plan      Est. # of Lessons: 20</b></p>
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Unit Overview: *In this unit, students will use their knowledge they have acquired to develop a personal wellness plan that they will follow for an extended period of time.*

<p><b>STAGE 1: DESIRED RESULTS</b></p>	
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Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</li> <li>● <b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</li> <li>● <b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Personal choices impact one's overall</li> </ul>	<ul style="list-style-type: none"> <li>● How do my personal decisions impact my</li> </ul>

<p>wellbeing in positive and negative ways.</p> <ul style="list-style-type: none"> <li>● One’s personal health can be affected by a variety of influences.</li> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> </ul>	<p>overall wellness?</p> <ul style="list-style-type: none"> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● FITT</li> <li>● Physical Activity Pyramid</li> <li>● Resting Heart Rate</li> <li>● Goal Setting: SMART Goals</li> <li>● Overload, progression and specificity</li> <li>● Warmup, workout, cooldown</li> </ul>	<ul style="list-style-type: none"> <li>● I can incorporate the basic principles of a physical activity program into my personal wellness plan.</li> <li>● I can create realistic fitness, nutrition and mindfulness SMART goals.</li> <li>● I can create and carry out a personal physical activity program.</li> <li>● I can evaluate my progress.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
Students will create a Personal Wellness Plan, in which they will create a plan for their nutrition, fitness and mindfulness.	<ul style="list-style-type: none"> <li>● Nutrition Plan</li> <li>● Mindfulness Plan</li> <li>● Fitness Plan</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Personal Wellness Plan	Estimated # of Lessons:
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can describe the basic principles of a physical activity program.</li> <li>● I can establish realistic fitness goals.</li> <li>● I can develop a personal physical activity program.</li> <li>● I can evaluate my progress.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Physical fitness self-assessment</li> <li>● Personal Wellness Plan</li> <li>● Fitness Testing Tracker</li> </ul>	

Course Name: <b>Lancer PE</b>	Unit Title: <b>Football</b>	Est. # of Lessons: <b>4-5</b>
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Unit Overview: *In this unit, students will cooperatively play touch football with their peers following appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>

likelihood of success in athletic settings.	
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>Rules of gameplay associated with indoor 4 down football</li> <li>Safety procedures and proper safety precautions</li> <li>Basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can perform the basic skills within the game.</li> <li>I can adhere to the proper rules and safety precautions of the game.</li> <li>I can execute the various skills and techniques to play football.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4
Relevant Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques to play football</li> <li>I can demonstrate offensive and defensive</li> </ul>	Relevant Essential Questions: <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I</li> </ul>

strategies	get better at this?
Learning Activities: <ul style="list-style-type: none"> <li>• Students will engage in gameplay using proper rules.</li> <li>• Students will engage in gameplay using strategies and teamwork.</li> </ul>	

<b>Course Name: Lancer PE</b>		<b>Unit Title: Speedball</b>		<b>Est. # of Lessons: 4-5</b>	
Unit Overview: <i>In this unit, students will cooperatively play Speedball with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.</i>					
<b>STAGE 1: DESIRED RESULTS</b>					
Established Goals			Transfer Goals		
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>• <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>• <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>• <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>• <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>• <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>• <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>• <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>• <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>• <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>		
Understandings			Essential Questions		
<ul style="list-style-type: none"> <li>• Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> </ul>			<ul style="list-style-type: none"> <li>• What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> </ul>		



<ul style="list-style-type: none"> <li>Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> <li>How do I engage in this activity safely?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Rules of gameplay associated with speedball</li> <li>Safety procedures and proper safety precautions</li> <li>Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can perform the basic skills within the game.</li> <li>I can understand and can follow the proper rules and safety precautions of the game.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 2-7
Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> </ul>

<ul style="list-style-type: none"> <li>● I can execute the various skills and techniques to play Speedball</li> <li>● I can demonstrate offensive and defensive strategies</li> </ul>	<ul style="list-style-type: none"> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Students will engage in gameplay using proper rules.</li> <li>● Students will engage in gameplay using strategies and teamwork.</li> </ul>	

<b>Course Name: Lancer PE</b>		<b>Unit Title: Volleyball</b>		<b>Est. # of Lessons: 4-5</b>	
<p>Unit Overview: <i>In this unit, students will cooperatively play Volleyball with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.</i></p>					
<b>STAGE 1: DESIRED RESULTS</b>					
Established Goals			Transfer Goals		
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>			<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>		
Understandings			Essential Questions		
<ul style="list-style-type: none"> <li>● Growth over time occurs when students</li> </ul>			<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can</li> </ul>		

<p>engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</p> <ul style="list-style-type: none"> <li>Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<p>we use as a team? How are they working? And what adjustments need to be made?</p> <ul style="list-style-type: none"> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> <li>How do I engage in this activity safely?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Rules of gameplay associated with Volleyball</li> <li>Safety procedures and proper safety precautions</li> <li>Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can perform the basic skills within the game.</li> <li>I can understand and can follow the proper rules and safety precautions of the game.</li> <li>I can demonstrate offensive and defensive strategies</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets:	Essential Questions:

<ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can execute the various skills and techniques to play Volleyball</li> <li>● I can demonstrate offensive and defensive strategies</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
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<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Students will engage in gameplay using proper rules.</li> <li>● Students will engage in gameplay using strategies and teamwork.</li> </ul>
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<b>Course Name: Lancer PE</b>	<b>Unit Title: Pickleball</b>	<b>Est. # of Lessons: 4-5</b>
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Unit Overview: *In this unit, students will cooperatively play Pickleball with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
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<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge,</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>
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self-expression and/or social interaction.	
<b>Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>• Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>• The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>• What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>• How does collaboration and communication help impact a team's success?</li> <li>• What am I focusing on right now and how can I get better at this?</li> <li>• How do I engage in this activity safely?</li> </ul>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>• Rules of gameplay associated with Pickleball</li> <li>• Safety procedures and proper safety precautions</li> <li>• Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>• I can effectively cooperate with my peers.</li> <li>• I can participate and contribute within the gameplay.</li> <li>• I can perform the basic skills within the game.</li> <li>• I can understand and can follow the proper rules and safety precautions of the game.</li> <li>• I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>• Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>• Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>• I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Skill Practice</li> <li>• Pre competition rules assessment</li> </ul>	

Second Topic: Gameplay	Estimated # of Lessons: 4
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can execute the various skills and techniques to play Pickleball</li> <li>● I can demonstrate offensive and defensive strategies</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Students will engage in gameplay using proper rules.</li> <li>● Students will engage in gameplay using strategies and teamwork.</li> </ul>	

<b>Course Name: Lancer PE                      Unit Title: Ultimate Frisbee                      Est. # of Lessons: 4-5</b>	
<p>Unit Overview: <i>In this unit, students will cooperatively play Ultimate Frisbee with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.</i></p>	
<b>STAGE 1: DESIRED RESULTS</b>	
<b>Established Goals</b>	<b>Transfer Goals</b>
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	
<b>Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>● Rules of gameplay associated with Ultimate Frisbee</li> <li>● Safety procedures and proper safety precautions</li> <li>● Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can perform the basic skills within the game.</li> <li>● I can understand and can follow the proper rules and safety precautions of the game.</li> <li>● I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>● Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>● Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
<b>First Topic: Rules and Safety / Basic Skills</b>	<b>Estimated # of Lessons: 1</b>
<b>Relevant Learning Targets (from Stage 1) :</b> <ul style="list-style-type: none"> <li>● I can adhere to the proper rules and safety precautions of the game.</li> </ul>	<b>Relevant Essential Questions (from Stage 1):</b> <ul style="list-style-type: none"> <li>● How do I engage in this activity safely?</li> </ul>
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>● Skill Practice</li> </ul>	

<ul style="list-style-type: none"> <li>● Pre competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can execute the various skills and techniques to play Ultimate Frisbee</li> <li>● I can demonstrate offensive and defensive strategies.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>● Students will engage in gameplay using proper rules.</li> <li>● Students will engage in gameplay using strategies and teamwork.</li> </ul>	

<b>Course Name: Lancer PE</b> <b>Unit Title: Basketball</b> <b>Est. # of Lessons: 4-5</b>	
Unit Overview: <i>In this unit, students will cooperatively play Basketball with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.</i>	
<b>STAGE 1: DESIRED RESULTS</b>	
<b>Established Goals</b>	<b>Transfer Goals</b>
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> </ul>



<p>individual exhibits responsible personal and social behavior that respects self and others.</p> <ul style="list-style-type: none"> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Rules of gameplay associated with Basketball</li> <li>● Safety procedures and proper safety precautions</li> <li>● Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can perform the basic skills within the game.</li> <li>● I can understand and can follow the proper rules and safety precautions of the game.</li> <li>● I can demonstrate offensive and defensive strategies.</li> </ul>
<p><b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b></p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<ul style="list-style-type: none"> <li>● Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>● Quiz on key terms, rules, skills, and scenarios</li> </ul>	<p>Self assessment on relevant learning targets.</p>
<p><b>STAGE 3: LEARNING PLAN</b></p>	
<p>First Topic: Rules and Safety / Basic Skills</p>	<p>Estimated # of Lessons: 1</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can adhere to the proper rules and safety precautions of the game.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How do I engage in this activity safely?</li> </ul>

Learning Activities: <ul style="list-style-type: none"> <li>● Skill Practice</li> <li>● Pre competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets: <ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can execute the various skills and techniques to play Basketball</li> <li>● I can demonstrate offensive and defensive strategies</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>● Students will engage in gameplay using proper rules.</li> <li>● Students will engage in gameplay using strategies and teamwork.</li> </ul>	

<b>Course Name: Lancer PE                      Unit Title: Project Adventure                      Est. # of Lessons: 4-5</b>	
Unit Overview: <i>Students will move, laugh, play, and engage in team initiatives thinking creatively to solve problems. Students will have the opportunity to challenge themselves by choice. Students will follow proper safety protocols and guidelines according to the Adventure Curriculum Physical Education Project Adventure manual.</i>	
<b>STAGE 1: DESIRED RESULTS</b>	
<b>Established Goals</b>	<b>Transfer Goals</b>
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team</li> </ul>

<p>health-enhancing level of physical activity and fitness.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<p>building, sportsmanship, and compassionate and candid conversations.</p> <ul style="list-style-type: none"> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
<b>Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● The way you collaborate with your classmates impacts the quality of your social connections and probability of success.</li> <li>● Learning can be active, collaborative, and creative.</li> </ul>	<ul style="list-style-type: none"> <li>● What was challenging for me? The group?</li> <li>● How did I contribute to the group's success?</li> <li>● What are the benefits of working well as a group?</li> <li>● How can I apply this experience to future group experiences?</li> </ul>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>● Utilize safety procedures and proper safety precautions</li> <li>● Use basic terminology associated with Project Adventure</li> <li>● The “experiential learning cycle”, “challenge by choice”, and “full value commitment” can be used in future experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● I can safely take risks.</li> <li>● I can effectively set challenging yet attainable goals for myself and the group.</li> <li>● I can effectively communicate with my team.</li> <li>● I can be honest with myself and my team about my level of comfort during activities.</li> <li>● I can keep myself and others safe.</li> <li>● I can be an active participant in the activity.</li> <li>● I can think creatively.</li> <li>● I can actively listen, cooperate and compromise with others in a group.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>● Teacher observation of adherence to Project Adventure protocols</li> <li>● Quiz on key terms, rules, and scenarios</li> <li>● Peer Assessment</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules, Safety, and Basic Overview of Project Adventure Philosophy	Estimated # of Lessons: 1

<p>Relevant Learning Targets (from Stage 1):</p> <ul style="list-style-type: none"> <li>● I can safely take risks.</li> <li>● I can effectively set challenging yet attainable goals for myself and the group.</li> <li>● I can effectively communicate with my team.</li> <li>● I can be honest with myself and my team about my level of comfort during activities.</li> <li>● I can keep myself and others safe.</li> <li>● I can be an active participant in the activity.</li> <li>● I can think creatively.</li> <li>● I can actively listen, cooperate and compromise with others in a group.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What was challenging for me? The group?</li> <li>● How did I contribute to the group's success?</li> <li>● What are the benefits of working well as a group?</li> <li>● How can I apply this experience to future group experiences?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Full value contract</li> <li>● Icebreaker activities</li> </ul>	
<p>Second Topic: Climbing, Belaying, Cooperative Games</p>	<p>Estimated # of Lessons: 4</p>
<p>Relevant Learning Targets (from Stage 1):</p> <ul style="list-style-type: none"> <li>● I can safely take risks.</li> <li>● I can effectively set challenging yet attainable goals for myself and the group.</li> <li>● I can effectively communicate with my team.</li> <li>● I can be honest with myself and my team about my level of comfort during activities.</li> <li>● I can keep myself and others safe.</li> <li>● I can be an active participant in the activity.</li> <li>● I can think creatively.</li> <li>● I can actively listen, cooperate and compromise with others in a group.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What was challenging for me? The group?</li> <li>● How did I contribute to the group's success?</li> <li>● What are the benefits of working well as a group?</li> <li>● How can I apply this experience to future group experiences?</li> </ul>
<p><u>Learning Activities:</u></p> <ul style="list-style-type: none"> <li>-Wizards, Giants, Elves</li> <li>-PE Amazing Race</li> <li>-BirdBox</li> <li>-Climbing and Belaying (traverse wall, rock wall)</li> <li>-Stretch Relay</li> <li>-All In</li> <li>-Noodle Tag</li> <li>-RPS baseball</li> <li>-Pop up Tag</li> <li>-Post-Assessment on rules, safety, and gameplay</li> </ul>	

Course Name: Lancer PE		Unit Title: Swimming		Est. # of Lessons: 4-5	
Unit Overview: <i>In this unit, students will master the basic safety protocols of water activities. Students will be introduced to a variety of swimming strokes and water related activities.</i>					
STAGE 1: DESIRED RESULTS					
Established Goals			Transfer Goals		
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>			<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>		
Understandings			Essential Questions		
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>			<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● What are the safety procedures in the pool facility?</li> </ul>		

Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>• Safety procedures and proper safety precautions</li> <li>• Use basic terminology associated with water facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can complete The American Red Cross Water Competency Test</li> <li>• I can properly use the diving board.</li> <li>• I can properly execute the front crawl.</li> <li>• I can properly float on my back.</li> <li>• I can successfully engage in the gameplay of water activities.</li> <li>• I can understand the basic terminology used in water settings.</li> <li>• I can identify the shallow and deep end.</li> <li>• I can effectively cooperate with my peers.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>• Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>• Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets.
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules, safety, and basic skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1): <ul style="list-style-type: none"> <li>• I can complete the water competency test.</li> <li>• I can identify the shallow and deep end.</li> <li>• I can understand the basic terminology used in water settings.</li> <li>• I can properly float on my back.</li> <li>• I can safely use the diving board.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• What are the safety procedures in the pool facility?</li> <li>• What do I have to do to successfully complete the ARC Water Competency Test?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• American Red Cross Water Competency Test</li> <li>• Water Rules and Safety Pre-Assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4
Relevant Learning Targets (from Stage 1):	Relevant Essential Questions (from Stage 1):

<ul style="list-style-type: none"> <li>● I can engage in the gameplay of water activities employing the water skills necessary to be successful.</li> <li>● I can effectively cooperate with my peers.</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
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<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Water Polo</li> <li>● Water Volleyball</li> <li>● “Water” You Spelling</li> <li>● Kayaks</li> <li>● Water Ball</li> <li>● Sharks and Minnows</li> <li>● Water Aerobics</li> <li>● Post-Assessment on rules, safety, and gameplay</li> </ul>
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<b>Course Name: Lancer PE</b>	<b>Unit Title: Badminton</b>	<b>Est. # of Lessons: 4-5</b>
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Unit Overview: *In this unit, students will master the skills, rules, strategies, and gameplay of Badminton. Students will cooperatively play Badminton with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>

<p>social behavior that respects self and others.</p> <ul style="list-style-type: none"> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	
<b>Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>● Rules of gameplay associated with Badminton</li> <li>● Safety procedures and proper safety precautions</li> <li>● Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can perform the basic skills within the game.</li> <li>● I can understand and can follow the proper rules and safety precautions of the game.</li> <li>● I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>● Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>● Quiz on key terms, rules, skills, and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Self assessment on relevant learning targets.</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules, Safety, and Basic Skills	Estimated # of Lessons: 1
<p>Relevant Learning Targets (from Stage 1):</p> <ul style="list-style-type: none"> <li>● I can adhere to the proper rules and safety precautions of the game.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How do I engage in this activity safely?</li> </ul>



Learning Activities: <ul style="list-style-type: none"> <li>• Skill Practice</li> <li>• Pre-competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets: <ul style="list-style-type: none"> <li>• I can effectively cooperate with my peers.</li> <li>• I can participate and contribute within the gameplay.</li> <li>• I can execute the various skills and techniques to play Pickleball</li> <li>• I can demonstrate offensive and defensive strategies</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>• What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>• How does collaboration and communication help impact a team's success?</li> <li>• What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Students will engage in gameplay using proper rules.</li> <li>• Students will engage in gameplay using strategies and teamwork.</li> <li>• Post-Assessment on rules, safety, and gameplay</li> </ul>	

<b>Course Name: Lancer PE</b>	<b>Unit Title: Backyard Games</b>	<b>Est. # of Lessons: 4-5</b>
Unit Overview: <i>In this unit, students will master the skills, rules, strategies, and gameplay of Badminton. Students will cooperatively play Badminton with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.</i>		
<b>STAGE 1: DESIRED RESULTS</b>		
Established Goals	Transfer Goals	
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>• <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>• <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>• <b>Standard 3:</b> The physically literate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>• <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> </ul>	

<p>individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Rules of gameplay associated with Badminton</li> <li>● Safety procedures and proper safety precautions</li> <li>● Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can perform the basic skills within the game.</li> <li>● I can understand and can follow the proper rules and safety precautions of the game.</li> <li>● I can demonstrate offensive and defensive strategies.</li> </ul>
<p><b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b></p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<ul style="list-style-type: none"> <li>● Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>● Quiz on key terms, rules, skills, and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Self assessment on relevant learning targets.</li> </ul>
<p><b>STAGE 3: LEARNING PLAN</b></p>	

First Topic: Rules, safety, and basic skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1): <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the games.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre-competition rules assessment</li> </ul>	
YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques to play Pickleball</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Cornhole</li> <li>Kan Jam</li> <li>Ladder Golf</li> <li>Bocce</li> <li>Ramp Shot</li> <li>Spikeball</li> <li>Post-Assessment on rules, safety, and gameplay</li> </ul>	

Unit Overview: *Students will explore ways alcohol, tobacco, medicines/supplements, and other drugs have a variety of harmful effects on the human body and influence the ability to make decisions related to personal wellness and the wellness of others.*

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</li> <li>● <b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</li> <li>● <b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making</li> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li>● <b>Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Personal choices impact one’s overall wellbeing in positive and negative ways.</li> <li>● One’s personal health can be affected by a variety of influences.</li> </ul>	<ul style="list-style-type: none"> <li>● How can drugs and alcohol affect my relationships?</li> <li>● How do I communicate my boundaries when it comes to substance abuse?</li> <li>● How can legal problems related to substance use complicate my future plans?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Physical, psychological, social and legal consequences of substance abuse</li> <li>● Factors that influence the use of substance abuse</li> <li>● Current, accurate information for substance abuse and addiction</li> <li>● Strategies for refusal and intervention of substance abuse</li> <li>● Relationship between substance abuse and other health risks, such as unintentional injuries, violence, suicide, STIs, unwanted pregnancies and further drug use.</li> </ul>	<ul style="list-style-type: none"> <li>● I can analyze the effect of music, advertising and substance abuse on one’s health.</li> <li>● I can analyze how relevant influences of peers and the media affect substance-related practices and behaviors.</li> <li>● I can analyze the dangers of experimenting with a substance abuse category: tobacco and vaping devices, alcohol, prescription drugs and marijuana.</li> <li>● I can identify the effects of drug use and how it affects the body.</li> <li>● I can identify and analyze reliable resources in</li> </ul>

<ul style="list-style-type: none"> <li>• Positive alternatives to using alcohol and other drugs in their lives</li> <li>• How one's personal health is impacted by substance abuse</li> </ul>	<p>school, community and online for support with substance abuse among self or others.</p>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>• What's in a song project</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Wellness Inventory</li> <li>• Tobacco and Vaping Webquest</li> <li>• Health Resources Scavenger Hunt</li> <li>• Behavioral Change Project</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Drug Information Review	Estimated # of Lessons: 3
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>• I can identify the effects of drug use and how it affects the body.</li> <li>• I can identify and analyze reliable resources in school, community and online for support with substance abuse among self or others.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• How can substance abuse affect my health?</li> <li>• How can legal problems related to substance use complicate my future plans?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Pre-assessment of prior knowledge of drugs</li> <li>• Class discussion and video to enhance understanding of classification of drugs and effects on the body</li> <li>• Identify the effects of tobacco and vaping use: Tobacco and Vaping Webquest</li> <li>• How to identify valid resources by using the CRAAP test, Valid Resources Scavenger Hunt</li> <li>• School and community resources using the Health Resources Scavenger Hunt</li> <li>• Guest speaker, School Resource Officer, to discuss CT laws in relation to drug use and possession</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>• Video and questions, Chasing the Dragon Video Questions, Chasing the Dragon</li> <li>• Video and questions, Drugged High on Alcohol Video Questions, Drugged High on Alcohol</li> <li>• Video and questions, From One Second to the Next Video Questions, From One Second to the Next</li> </ul>	
Second Topic: Societal Influences on Drug Use	Estimated # of Lessons: 3-5
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• I can analyze the effect of music, advertising and substance abuse on one's health.</li> <li>• I can identify the effects of drug use and how it affects the body.</li> <li>• I can analyze how relevant influences of</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How can drugs and alcohol affect my relationships?</li> <li>• How do I communicate my boundaries when it comes to substance abuse?</li> </ul>

peers and the media affect substance-related practices and behaviors. <ul style="list-style-type: none"> <li>I can analyze the dangers of experimenting with tobacco and vaping devices, alcohol, prescription drugs and marijuana.</li> </ul>	
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Personal Health Inventory to assess current student health behaviors</li> <li>Class discussion about potential influences of adolescents</li> <li>Teacher presentation of Advertising Technique Slides and student copy of Advertising Techniques</li> <li>What's in a song project: Students will analyze songs to determine how music can influence decision-making</li> <li>Parody Ad activity: Students will use prior knowledge about alcohol and drug use to create a parody</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>Discussion and lesson on the laws on drug use Drugs, risk and the law</li> <li>Everfi Module: Prescription Drug Use</li> </ul>	

**Course Name: Health 10    Unit Title: Sexual Health and Healthy Relationships    Est. # of Lessons: 8**

Unit Overview: *Students will explore sexuality, human reproduction and learn about healthy and unhealthy relationships.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <ul style="list-style-type: none"> <li><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</li> <li><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</li> <li><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</li> <li><b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</li> <li><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> </ul>	<ul style="list-style-type: none"> <li><b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making.</li> <li><b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li><b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>

Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Personal choices impact one’s overall wellbeing in positive and negative ways.</li> <li>● One’s personal health can be affected by a variety of influences.</li> </ul>	<ul style="list-style-type: none"> <li>● How does one respect others' sexuality?</li> <li>● How does one communicate their boundaries when it comes to their sexual health?</li> <li>● What does one need to do about sexual abuse and assault prevention and awareness to stay safe?</li> <li>● How can I achieve and maintain sexual health throughout adolescence and adulthood?</li> <li>● How do my personal decisions impact my overall wellness?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Fertilization, fetal development and the birth process</li> <li>● Why abstinence from sexual intercourse and drugs is the most effective risk avoidance methods of protection from pregnancy, HIV/AIDS and STIs.</li> <li>● Different ways to prevent pregnancy</li> <li>● Factors that influence an individual’s decisions concerning sexual behavior</li> <li>● Identify how to build and maintain healthy peer and family relationships</li> <li>● Basic facts about testicular cancer, breast cancer, STIs and HIV/AIDS, the long term effects on one’s health and prevention strategies</li> <li>● Sexual health resources at school, online, and in the community.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify factors that influence an individual’s decisions concerning sexual behavior</li> <li>● I can summarize the basic male and female anatomy and reproductive functions.</li> <li>● I can understand fertilization, fetal development and the birth process and how to prevent pregnancy.</li> <li>● I can explain how interpersonal communication affects relationships.</li> <li>● I can explain the negative consequences of sending sexually explicit pictures or messages.</li> <li>● I can analyze the emotional, social, physical, and financial effects of being a teen parent</li> <li>● I can explain how to prevent infections and diseases.</li> <li>● I can understand why it is an individual's responsibility to verify that all sexual contact is consensual.</li> <li>● I can understand the benefits of respecting individual differences in aspects of sexuality, growth and development and physical appearance.</li> </ul>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>● Advocacy Project</li> </ul>	<ul style="list-style-type: none"> <li>● Reproduction Quiz</li> <li>● STI Quiz</li> <li>● Contraception Quiz</li> </ul>
STAGE 3: LEARNING PLAN	

First Topic: Sexuality and Discrimination	Estimated # of Lessons: 2
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can identify factors that influence an individual's decisions concerning sexual behavior</li> <li>● I can understand the benefits of respecting individual differences in aspects of sexuality, growth and development and physical appearance.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How does one respect others' sexuality?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Video and discussion questions The Sneetches, The Sneetches Video Worksheet, to introduce how discrimination can affect others</li> <li>● The Angry Eye Discussion Questions</li> <li>● Video about discrimination, A Class Divided Video Worksheet, A Class Divided and The Angry Eye</li> <li>● Discussion and presentation of proper terms in relation to sexuality, Sexuality and Gender Notes</li> <li>● Understanding Gender-Picture Activity: Activity on how people identify</li> <li>● Understanding Gender Scripts: Activity on societal norms based on gender</li> <li>● Discussion and overview of vocabulary in relation to Sexuality and Discrimination Notes</li> <li>● Read and analyze scenarios to determine the form of discrimination: We All Lose</li> </ul>	
Second Topic: Reproduction	Estimated # of Lessons: 3-5
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can summarize the basic male and female anatomy and reproductive functions.</li> <li>● I can understand fertilization, fetal development and the birth process and how to prevent pregnancy.</li> <li>● I can analyze the emotional, social, physical, and financial effects of being a teen parent.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How can I achieve and maintain sexual health throughout adolescence and adulthood?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Discussion and presentation of proper terms: Reproduction Notes</li> <li>● Label diagrams: Reproduction Diagrams</li> <li>● Assessment of knowledge on the reproductive system, Know the Reproductive System</li> <li>● Discussion and presentation on proper term, Contraception Notes</li> <li>● Pre-assessment of contraception knowledge: Contraception Myth or Fact</li> <li>● Assessment of knowledge:What Do You Remember?</li> <li>● Discussion and presentation of proper terms: Pregnancy and Development Slides</li> <li>● Teen Pregnancy Info Sheet</li> <li>● Discussion of Ct's Safe Haven Law regarding surrendering of newborn</li> <li>● The Great Sperm Race Video Worksheet</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Video on how a baby is formed: From Conception to Birth</li> </ul>	



- Video on how a baby is formed: Miracle of Life Video Questions
- Activity to apply knowledge to writing a story: Journey of the Sperm

Third Topic: STIs/HIV/AIDS	Estimated # of Lessons: 2
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>● I can explain how to prevent infections and diseases.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> </ul>
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>● Discussion and presentation on proper terms: STIs</li> <li>● Activity where students use the internet to find facts about STIs: STI Webquest</li> <li>● Discussion and presentation on proper terms: HIV/AIDS Presentation</li> <li>● Activity where students use the internet to find facts about cancer: Cancer Webquest</li> <li>● Activity where students use knowledge and apply to a project: STDify</li> <li>● Assessment of STIs: STI Quiz</li> </ul> <b>Supplemental Resources:</b> <ul style="list-style-type: none"> <li>● Philadelphia Movie Questions</li> <li>● Video on skin cancer: My Melanoma Vlog</li> </ul>	

Fourth Topic: Relationships	Estimated # of Lessons: 3
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>● I can explain how interpersonal communication affects relationships.</li> <li>● I can explain the negative consequences of sending sexually explicit pictures or messages.</li> <li>● I can understand why it is an individual's responsibility to verify that all sexual contact is consensual.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How does one communicate their boundaries when it comes to their sexual health?</li> <li>● What does one need to do about sexual abuse and assault prevention and awareness to stay safe?</li> <li>● How does one respect others' sexuality?</li> </ul>
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>● Pre-Assessment of knowledge regarding dating violence: Dating Violence Survey</li> <li>● Video on what is consent and activity: Tea Consent Video and Tea Consent Video Analysis</li> <li>● Article and activity on teen dating violence: People Article of Teen Dating Abuse</li> <li>● Discussion and presentation on relationships: Relationship Slides</li> </ul>	

**Course Name: Health 10 Unit Title: Personal, Mental, Emotional and Social Health Est. # of Lessons: 3-4**

Unit Overview: *Students will explore their personal health and how they can make changes to improve their health as well as how to find reliable resources.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</li> <li>● <b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</li> <li>● <b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</li> <li>● <b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> <li>● <b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> <li>● <b>Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Personal choices impact one’s overall wellbeing in positive and negative ways.</li> <li>● One’s personal health can be affected by a variety of influences.</li> </ul>	<ul style="list-style-type: none"> <li>● How do my personal decisions impact my overall wellness?</li> <li>● What areas might I want to improve? What strategies and resources can I use to improve my health? How is it working?</li> <li>● How do societal factors and technology influence my choices and overall health?</li> <li>● How can communication enhance one’s mental health?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Concepts related to physical, mental, emotional, and social development, and the impact on self and others.</li> <li>● Strategies for achieving optimal mental/emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify what is health and the seven dimensions that make up health.</li> <li>● I can identify positive ways to express emotions.</li> <li>● I can identify values and how they influence decision making.</li> </ul>

<ul style="list-style-type: none"> <li>Strategies for resisting/refusing peer pressure.</li> <li>Strategies for helping self and others with mental and emotional health</li> </ul>	<ul style="list-style-type: none"> <li>I can identify ways to eliminate the stigma associated with mental illness.</li> <li>I can identify major risks factors of suicide, how to seek and prevention methods.</li> <li>I can create personal goal-setting strategies to promote a healthy lifestyle.</li> <li>I can construct strategies to help others with mental and emotional health issues.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Behavioral Change Project</li> <li>Advocacy Project</li> </ul>	<ul style="list-style-type: none"> <li>Personal Wellness Inventory</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Personal Health	Estimated # of Lessons: 2
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>I can identify what is health and the seven dimensions that make up health.</li> <li>I can identify values and how they influence decision making.</li> <li>I can create personal goal-setting strategies to promote a healthy lifestyle.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do my personal decisions impact my overall wellness?</li> <li>What areas might I want to improve? What strategies and resources can I use to improve my health? How is it working?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Discussion and creation of a SMART goal: SMART Goal Setting</li> <li>Pre-assessment of determine what students values are: Alligator River Story</li> <li>Discussion and presentation what is health and the dimensions of health: Dimensions of Health</li> <li>Assessment to determine one’s overall health: Personal Wellness Inventory</li> <li>Creation of a personal goal that will be worked on for the course: Behavioral Change Project</li> <li>Students determine what values are important to them: Values Tournament Bracket</li> </ul> Supplemental Resources: <ul style="list-style-type: none"> <li>Text Based Reading Assessment: TBRA Goal Setting</li> </ul>	
<b>YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT</b>	
Second Topic: Mental and Emotional Health	Estimated # of Lessons: 3
Learning Targets: <ul style="list-style-type: none"> <li>I can identify positive ways to express emotions.</li> <li>I can identify ways to eliminate the stigma associated with mental illness.</li> <li>I can identify major risks factors of suicide,</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>How do societal factors and technology influence my choices and overall health?</li> <li>How can communication enhance one’s</li> </ul>

<p>how to seek and prevention methods.</p> <ul style="list-style-type: none"> <li>I can construct strategies to help others with mental and emotional health issues.</li> </ul>	<p>mental health?</p>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Discussion on how to stay safe online: Online Safety</li> <li>Students recognize who they are and supports that are available to them: I am...</li> <li>Discussion of mental health strategies: Mental Health Resilience Strategies</li> <li>Discussion about social anxiety: Social Anxiety Info Sheet; Social Anxiety Slides</li> <li>Student self-assessment of stress levels: Stress Level Assessment</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>Mental Health Care Professional</li> <li>Ted Talk regarding teens and dealing with stress, anxiety and coping strategies: Ted Talk Stoplight</li> <li>Video and worksheet on depression and suicide: Depression and Suicide Awareness</li> </ul>	

<p><b>Course Name: Health 10      Unit Title: Violence Prevention      Est. # of Lessons: 2</b></p>	
<p>Unit Overview: <i>Students will be able to recognize situations that are violent, strategies to handle situations and places to get help.</i></p>	
<p><b>STAGE 1: DESIRED RESULTS</b></p>	
<p>Established Goals</p>	<p>Transfer Goals</p>
<p><b>National Health Education Standards:</b></p> <ul style="list-style-type: none"> <li><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</li> <li><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</li> </ul>	<ul style="list-style-type: none"> <li><b>Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.</li> <li><b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>Personal choices impact one's overall wellbeing in positive and negative ways.</li> <li>One's personal health can be affected by a variety of influences.</li> </ul>	<ul style="list-style-type: none"> <li>What does one need to know about violence prevention in order to stay healthy?</li> <li>What does one need to do about sexual abuse and assault prevention and awareness to stay safe?</li> <li>What strategies does one use to get out of dangerous situations?</li> </ul>

Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● How bystanders can help prevent violence to perpetrators, victims and bystanders</li> <li>● Appropriate ways to express needs, wants and feelings in relationships between people in various situations</li> <li>● Why it is important to understand the perspectives of others in resolving a conflict situation</li> <li>● Power and control differences in relationships can contribute to aggression and violence</li> <li>● Consequences of prejudice and discrimination</li> <li>● The relationship between substance abuse and violence</li> <li>● Situations that could lead to different types of abuse</li> <li>● How the effect of media and technology on personal family and community violence prevention practices and behaviors</li> <li>● Laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, &amp; trafficking which are designed to protect young people.</li> <li>● Strategies for avoiding and dealing with sexual health situations that involve personal risk or danger</li> </ul>	<ul style="list-style-type: none"> <li>● I can summarize the qualities of a healthy dating relationship.</li> <li>● I can understand that violence can look and take on many different forms.</li> <li>● I can explain why it is an individual's responsibility to verify that all sexual contact is consensual.</li> <li>● I can explain why a person who has been a victim of sexual assault is not at fault and incidences should always be reported to a trusted adult.</li> <li>● I can demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict to prevent violence.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>● Advocacy Project</li> </ul>	<ul style="list-style-type: none"> <li>● It Makes a Difference</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Violence Prevention	Estimated # of Lessons: 2
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>● I can summarize the qualities of a healthy dating relationship.</li> <li>● I can understand that violence can look and take on many different forms.</li> <li>● I can explain why it is an individual's responsibility to verify that all sexual contact is consensual.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>● What does one need to know about violence prevention in order to stay healthy?</li> <li>● What does one need to do about sexual abuse and assault prevention and awareness to stay safe?</li> <li>● What strategies does one use to get out of dangerous situations?</li> </ul>

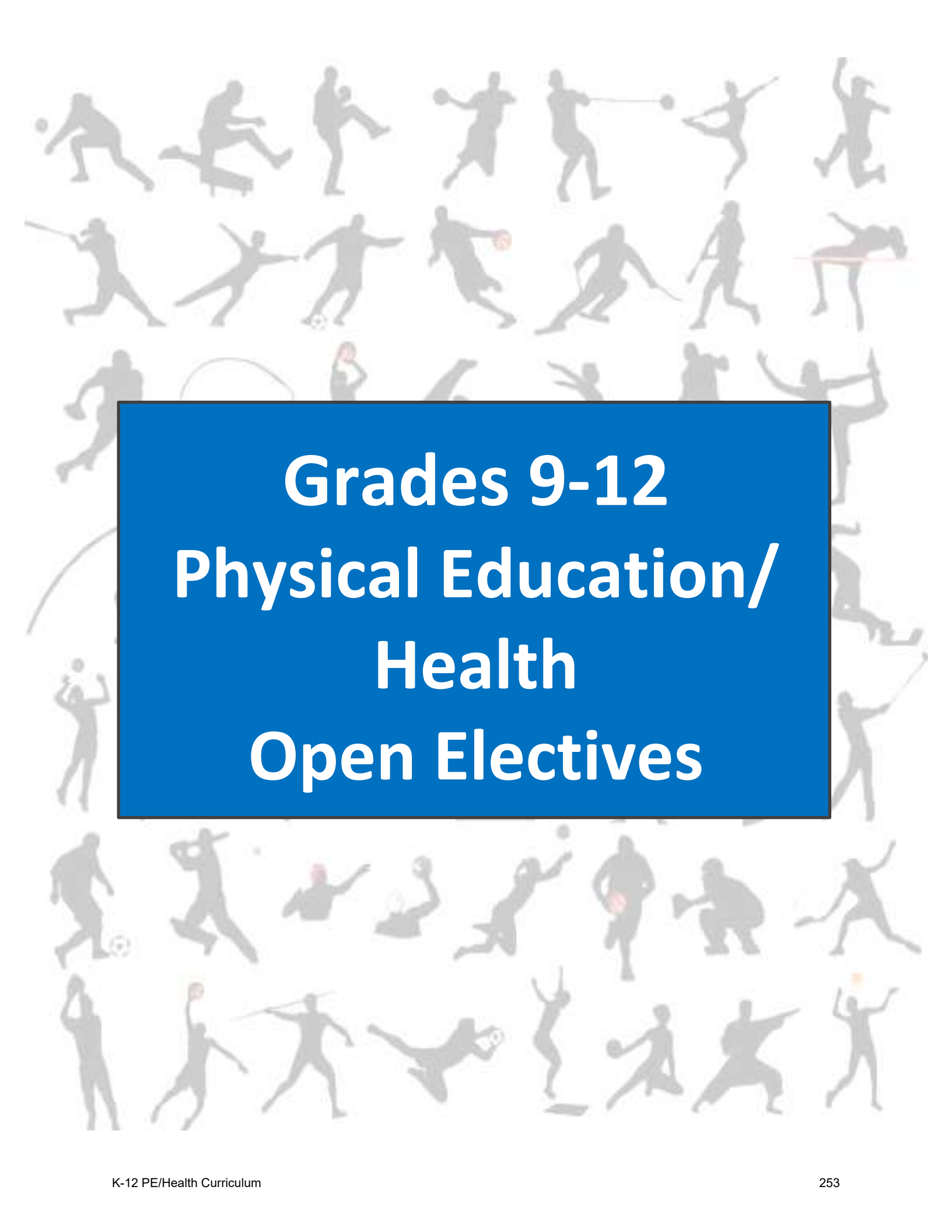
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| <ul style="list-style-type: none"><li>● I can explain why a person who has been a victim of sexual assault is not at fault and incidences should always be reported to a trusted adult.</li><li>● I can demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict to prevent violence.</li></ul> |  |
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Learning Activities:

- Discussion and proper terms in relation to violence and abuse: Violence and Abuse Presentation
- Discussion and proper term about gang violence: Gangs Info Sheet
- Discussion on unwritten rules at WHS: What Do You Notice at WHS?
  - List of unwritten rules: Unwritten Rules
- Activity where students determine what changes can be made at school: It Makes a Difference

Supplemental Resources:

- Video, No One Would Tell and No One Would Tell Movie Questions
- Tea Consent Video
- Safe Futures Guest Speaker

The background of the page is filled with a repeating pattern of grey silhouettes depicting various physical activities. These include running, jumping, kicking, swinging, and holding objects, representing a wide range of sports and fitness movements.

# **Grades 9-12 Physical Education/ Health Open Electives**

Course Name: Adventure PE

Unit Title: Adventure Education

Est. # of Lessons: 10

Unit Overview: *In this unit, students will be challenged to step outside their comfort zones through a series of challenge by choice activities. Students will have opportunities to stretch, problem-solve, face the unexpected, communicate, examine their own assumptions, connect with others, and grow as individuals.*

STAGE 1: DESIRED RESULTS

Established Goals

Transfer Goals

National Physical Education Standards

- **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.

- **Self-Direction:** Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments
- **Responsible Citizenship:** Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.
- **Responsible Citizenship:** Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.

Understandings

Essential Questions

- The way you work with your teammates impacts the quality of your connections and your success.
- Taking responsible risks and learning from feedback is essential to personal growth and team success.

1. What was challenging for me? The group?
2. How did I contribute to the group's success?
3. What are the benefits of working well as a group?
4. How can I apply this experience to future group experiences?
5. What's my/our goal? What's the plan? How do I know it is working? What adjustments might be needed?

Knowledge

Skills (Framed as Learning Targets)

Students will know ...  
The "experiential learning cycle", "challenge by choice", and "full value commitment" can be used in future experiences.

- I can safely take risks.
- I can effectively set challenging yet attainable goals for myself and the group.
- I can effectively communicate with my team.
- I can be honest with myself and my team about my level of comfort during activities.
- I can keep myself and others safe.
- I can be an active participant in the activity.
- I can actively listen, cooperate and



	compromise with others in a group.
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>-Teacher observation of adherence to Project Adventure protocols</li> <li>- Quiz on key terms, rules, and scenarios</li> <li>- Peer Assessment</li> </ul>	Self-assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules, safety, and basic overview of Project Adventure philosophy	Estimated # of Lessons: 1
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can safely take risks.</li> <li>● I can effectively set challenging yet attainable goals for myself and the group.</li> <li>● I can effectively communicate with my team.</li> <li>● I can be honest with myself and my team about my level of comfort during activities.</li> <li>● I can keep myself and others safe.</li> <li>● I can be an active participant in the activity.</li> <li>● I can think creatively.</li> <li>● I can actively listen, cooperate and compromise with others in a group.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What was challenging for me? The group?</li> <li>● How did I contribute to the group's success?</li> <li>● What are the benefits of working well as a group?</li> <li>● How can I apply this experience to future group experiences?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>-Full Value Contract</li> <li>-Ice Breakers</li> </ul>	
Second Topic: Cooperative Activities	Estimated # of Lessons: 9
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can safely take risks.</li> <li>● I can effectively set challenging yet attainable goals for myself and the group.</li> <li>● I can effectively communicate with my team.</li> <li>● I can be honest with myself and my team about my level of comfort during activities.</li> <li>● I can keep myself and others safe.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● What was challenging for me? The group?</li> <li>● How did I contribute to the group's success?</li> <li>● What are the benefits of working well as a group?</li> <li>● How can I apply this experience to future group experiences?</li> </ul>

<ul style="list-style-type: none"> <li>● I can be an active participant in the activity.</li> <li>● I can think creatively.</li> <li>● I can actively listen, cooperate and compromise with others in a group.</li> </ul>	
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>-Wizards, Giants, Elves</li> <li>-Stretch Relay</li> <li>-Gotcha</li> <li>-Secret Agent</li> <li>-Noodle Tag</li> <li>-Bird Box</li> <li>-Asteroids</li> <li>-Group Juggle</li> <li>-Pipeline</li> <li>-Key Punch</li> <li>-Negotiation Square</li> </ul>	

<p><b>Course Name: Adventure PE      Unit Title: Using Low Elements      Est. # of Lessons: 10</b></p>	
<p>Unit Overview: <i>In this unit, students will be challenged to step outside their comfort zones through a series of challenge by choice activities. Students will have opportunities to stretch, problem-solve, face the unexpected, communicate, examine their own assumptions, connect with others, and grow as individuals. Students will also experience a series of low ropes obstacles and climbing challenges throughout the PA curriculum.</i></p>	
<p><b>STAGE 1: DESIRED RESULTS</b></p>	
<p>Established Goals</p>	<p>Transfer Goals</p>
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>

<ul style="list-style-type: none"> <li>• The way you work with your teammates impacts the quality of your connections and your success.</li> <li>• Taking responsible risks and learning from feedback is essential to personal growth and team success.</li> </ul>	<ol style="list-style-type: none"> <li>1. What was challenging for me? The group?</li> <li>2. How did I contribute to the group's success?</li> <li>3. What are the benefits of working well as a group?</li> <li>4. How can I apply this experience to future group experiences?</li> <li>5. What's my/our goal? What's the plan? How do I know it is working? What adjustments might be needed?</li> </ol>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<p>Students will know ... The "experiential learning cycle", "challenge by choice", and "full value commitment" can be used in future experiences.</p>	<ul style="list-style-type: none"> <li>• I can safely take risks.</li> <li>• I can effectively set challenging yet attainable goals for myself and the group.</li> <li>• I can effectively communicate with my team.</li> <li>• I can be honest with myself and my team about my level of comfort during activities.</li> <li>• I can keep myself and others safe.</li> <li>• I can be an active participant in the activity.</li> <li>• I can actively listen, cooperate and compromise with others in a group.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>-Teacher observation of adherence to Project Adventure protocols</li> <li>- Quiz on key terms, rules, and scenarios</li> <li>- Peer Assessment</li> </ul>	<p>Self assessment on relevant learning targets</p>
<b>STAGE 3: LEARNING PLAN</b>	
<b>First Topic: Low Climbing</b>	<b>Estimated # of Lessons: 10</b>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>• I can safely take risks.</li> <li>• I can effectively set challenging yet attainable goals for myself and the group.</li> <li>• I can effectively communicate with my team.</li> <li>• I can be honest with myself and my team about my level of comfort during activities.</li> <li>• I can keep myself and others safe.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• What was challenging for me? The group?</li> <li>• How did I contribute to the group's success?</li> <li>• What are the benefits of working well as a group?</li> <li>• How can I apply this experience to future group experiences?</li> <li>• What's my/our goal? What's the plan? How do I know it is working? What adjustments might</li> </ul>

<ul style="list-style-type: none"> <li>• I can be an active participant in the activity.</li> <li>• I can actively listen, cooperate and compromise with others in a group.</li> </ul>	<p>be needed?</p>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>-Wild Woozy</li> <li>-Whale Watch</li> <li>-Swinging Ropes - multiple activities</li> <li>-Tires - multiple activities</li> <li>-Mohawk Walk - multiple activities</li> <li>-Wild Side Kit - multiple activities</li> </ul>	

<b>Course Name: Adventure PE      Unit Title: Using High Elements      Est. # of Lessons: 10</b>
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Unit Overview: *In this unit, students will be challenged to step outside their comfort zones through a series of challenge by choice activities. Students will have opportunities to stretch, problem-solve, face the unexpected, communicate, examine their own assumptions, connect with others, and grow as individuals. Students will also experience a series of high ropes obstacles and climbing challenges throughout the PA curriculum.*

<b>STAGE 1: DESIRED RESULTS</b>
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Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>• <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>• <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>• <b>Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.</li> <li>• <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• The way you work with your teammates impacts the quality of your connections and your success.</li> <li>• Taking responsible risks and learning from feedback is essential to personal growth</li> </ul>	<ul style="list-style-type: none"> <li>• What was challenging for me? The group?</li> <li>• How did I contribute to the group's success?</li> <li>• What are the benefits of working well as a group?</li> <li>• How can I apply this experience to future</li> </ul>

and team success.	<p>group experiences?</p> <ul style="list-style-type: none"> <li>• What’s my/our goal? What’s the plan? How do I know it is working? What adjustments might be needed?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<p>Students will know ...</p> <p>The “experiential learning cycle”, “challenge by choice”, and “full value commitment” can be used in future experiences.</p> <p>.</p>	<ul style="list-style-type: none"> <li>• I can safely take risks.</li> <li>• I can effectively set challenging yet attainable goals for myself and the group.</li> <li>• I can effectively communicate with my team.</li> <li>• I can be honest with myself and my team about my level of comfort during activities.</li> <li>• I can keep myself and others safe.</li> <li>• I can be an active participant in the activity.</li> <li>• I can actively listen, cooperate and compromise with others in a group.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>-Teacher observation of adherence to Project Adventure protocols</p> <p>-Knot tying</p> <p>- Quiz on key terms, rules, and scenarios</p> <p>- Peer Assessment</p>	<p>Self assessment on relevant learning targets</p>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: High Climbing Elements	Estimated # of Lessons: 10
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>• I can safely take risks.</li> <li>• I can effectively set challenging yet attainable goals for myself and the group.</li> <li>• I can effectively communicate with my team.</li> <li>• I can be honest with myself and my team about my level of comfort during activities.</li> <li>• I can keep myself and others safe.</li> <li>• I can be an active participant in the activity.</li> <li>• I can actively listen, cooperate and compromise with others in a group.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• What was challenging for me? The group?</li> <li>• How did I contribute to the group’s success?</li> <li>• What are the benefits of working well as a group?</li> <li>• How can I apply this experience to future group experiences?</li> <li>• What’s my/our goal? What’s the plan? How do I know it is working? What adjustments might be needed?</li> </ul>

Learning Activities:

- Basic knot Tying
- Belay School
- Rock Wall
- Traverse Wall
- Dangling Duo
- Intro to Challenge Course
- Centipede
- Swinging Log
- Vertical PlayPen
- Zipline

**Course Name: Adventure PE      Unit Title: Outdoor Activities      Est. # of Lessons: 5**

Unit Overview: *In this unit, students will be introduced to a variety of outdoor activities as individuals and in a group setting. Students will partake in group activities while exploring what the outdoors have to offer.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the</li> </ul>	<ul style="list-style-type: none"> <li>● What was challenging for me? The group?</li> <li>● How did I contribute to the group's success?</li> <li>● What are the benefits of working well as a group? And individually?</li> <li>● How can I apply this experience to future group experiences?</li> <li>● What's my/our goal? What's the plan? How do I know it is working? What adjustments might be needed?</li> </ul>

<p>likelihood of success in athletic settings.</p> <ul style="list-style-type: none"> <li>• Taking responsible risks and learning from feedback is essential to personal growth and team success.</li> </ul>	
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>• Safety procedures and proper safety precautions</li> <li>• Basic terminology associated with the activity</li> <li>• Basic skills associated with activity</li> </ul>	<ol style="list-style-type: none"> <li>1. I can safely take risks.</li> <li>2. I can compromise with others in a group. can effectively set challenging yet attainable goals for myself and the group.</li> <li>3. I can be honest with myself and my team about my level of comfort during activities.</li> <li>4. I can keep myself and others safe.</li> <li>5. I can be an active participant in the activity.</li> <li>6. I can actively listen and cooperate with my peers.</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>-Teacher observation of outdoor activities</li> <li>- Peer Assessment</li> </ul>	Self-assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Outdoor Activities	Estimated # of Lessons: 4
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>• I can safely take risks.</li> <li>• I can compromise with others in a group. can effectively set challenging yet attainable goals for myself and the group.</li> <li>• I can be honest with myself and my team about my level of comfort during activities.</li> <li>• I can keep myself and others safe.</li> <li>• I can be an active participant in the activity.</li> <li>• I can actively listen and cooperate with my peers.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• What was challenging for me? The group?</li> <li>• How did I contribute to the group's success?</li> <li>• What are the benefits of working well as a group? And individually?</li> <li>• How can I apply this experience to future group experiences?</li> <li>• What's my/our goal? What's the plan? How do I know it is working? What adjustments might be needed?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>- Hiking</li> <li>- Snowshoeing</li> <li>- Sledding (snow/grass)</li> <li>- X-game activities (skate park)</li> </ul>	

Course Name: Adventure PE

Unit Title: Archery

Est. # of Lessons: 5

Unit Overview: *In this unit, students will be introduced to the basic skills necessary to participate successfully in an archery setting. Students will have the opportunity to learn the proper technique, cues, safety precautions involved with target activities.*

STAGE 1: DESIRED RESULTS

Established Goals

Transfer Goals

**National Physical Education Standards**

- **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 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **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.

- **Communication:** Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.
- **Critical Thinking:** Develop skills, knowledge, and concepts through practice and analysis of results.
- **Self-Direction:** Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.
- **Responsible Citizenship:** Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.
- **Self-Direction:** Examine behaviors to identify patterns and/or take appropriate actions.

Understandings

Essential Questions

- Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.
- Engaging in sports and physical activity impacts the way we interact with others and see ourselves.
- The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.

- How do I get the arrow to go where I want it to go?
- What strategies can I use to be successful? How are they working? And what adjustments need to be made?
- How does collaboration and communication help impact success?
- What am I focusing on right now and how can I get better at this?
- How do I engage in this activity safely?



Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Rules of gameplay associated with Archery</li> <li>Safety procedures and proper safety precautions</li> <li>Use basic terminology associated with the game</li> </ul>	<ol style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques within the art of archery.</li> <li>I can adhere to the proper rules and safety precautions of the sport.</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> <li>Peer Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment on relevant learning targets.</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Basic rules, safety, and gameplay	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the sport.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I get the arrow to go where I want it to go?</li> <li>How do I engage in this sport safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre-play rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques within the art of archery.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>How do I get the arrow to go where I want it to go?</li> <li>What strategies can I use to effectively be successful? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact an individual's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>

Learning Activities:

- Archery Bingo
- Archery Tic Tac Toe
- Archery Baseball
- Nerf
- Target Practice for points
- Post assessment on rules, safety, and gameplay

Supplemental Resources:

Field Trip: Navy Base (Laser Tag)

**Course Name: Adventure PE**

**Unit Title: Pool**

**Est. # of Lessons: 4-5**

*Unit Overview: In this unit, students will master the basic safety protocols of water activities. Students will be introduced to a variety of swimming strokes and water related activities.*

**STAGE 1: DESIRED RESULTS**

**Established Goals**

**Transfer Goals**

**National Physical Education Standards**

- **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 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **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.

- **Communication:** Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.
- **Critical Thinking:** Develop skills, knowledge, and concepts through practice and analysis of results
- **Self-Direction:** Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments
- **Responsible Citizenship:** Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.
- **Self-Direction:** Examine behaviors to identify patterns and/or take appropriate actions.

**Understandings**

**Essential Questions**

- Growth over time occurs when students

- What am I focusing on right now and how can I

<p>engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</p> <ul style="list-style-type: none"> <li>Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<p>get better at this?</p> <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> </ul>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>Safety procedures and proper safety precautions</li> <li>Use basic terminology associated with water facilities.</li> </ul>	<ol style="list-style-type: none"> <li>I can complete The American Red Cross Water Competency Test.</li> <li>I can properly use the diving board.</li> <li>I can properly execute the front crawl.</li> <li>I can properly float on my back.</li> <li>I can successfully engage in the gameplay of water activities.</li> <li>I can understand the basic terminology used in water settings.</li> <li>I can identify the shallow and deep end.</li> <li>I can effectively cooperate with my peers.</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> <li>Peer Assessment</li> </ul>	Self-assessment on relevant learning targets.
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules, Safety, and Basic Skills	Estimated # of Lessons: 1
<p>Relevant Learning Targets (from Stage 1):</p> <ul style="list-style-type: none"> <li>I can complete the American Red Cross Water Competency Test.</li> <li>I can identify the shallow and deep end.</li> <li>I can understand the basic terminology used in water settings.</li> <li>I can properly float on my back.</li> <li>I can safely use the diving board.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>What am I focusing on right now and how can I get better at this?</li> </ul>

Learning Activities: -American Red Cross Water Competency Test -Water Rules and Safety Pre-Assessment	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets: <ul style="list-style-type: none"> <li>I can engage in the gameplay of water activities employing the water skills necessary to be successful.</li> <li>I can effectively cooperate with my peers.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: -Water Polo -Water Volleyball -"Water" You Spelling -Kayaks -Water Ball -Sharks and Minnows -Water Aerobics -Post-Assessment on rules, safety, and gameplay	

<b>Course Name: Adventure PE      Unit Title: Ultimate Frisbee      Est. # of Lessons: 5</b>	
Unit Overview: <i>In this unit, students will cooperatively play Ultimate Frisbee with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.</i>	
<b>STAGE 1: DESIRED RESULTS</b>	
<b>Established Goals</b>	<b>Transfer Goals</b>
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to</li> </ul>	<ul style="list-style-type: none"> <li><b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li><b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> </ul>

<ul style="list-style-type: none"> <li>movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Rules of gameplay associated with Ultimate Frisbee</li> <li>● Safety procedures and proper safety precautions</li> <li>● Use basic terminology associated with the game</li> </ul>	<ol style="list-style-type: none"> <li>1. I can effectively cooperate with my peers.</li> <li>2. I can participate and contribute within the gameplay.</li> <li>3. I can perform the various skills and techniques to play Ultimate Frisbee</li> <li>4. I can understand and can follow the proper rules and safety precautions of the game.</li> <li>5. I can demonstrate offensive and defensive strategies.</li> <li>6. I can adhere to the proper rules and safety precautions of the game.</li> </ol>
<p><b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b></p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<p>-Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</p>	<p>Self-assessment on relevant learning targets</p>

<ul style="list-style-type: none"> <li>- Quiz on key terms, rules, skills, and scenarios</li> <li>- Peer Assessment</li> </ul>	
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>● I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>● How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>● Skill Practice</li> <li>● Pre competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets: <ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can perform the various skills and techniques to play Ultimate Frisbee.</li> <li>● I can demonstrate offensive and defensive strategies.</li> <li>● I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>● Frisbee golf</li> <li>● Frisbee bocce</li> <li>● Students will engage in gameplay using proper rules.</li> <li>● Students will engage in gameplay using strategies and teamwork.</li> </ul>	

Course Name: Aquatics		Unit Title: Water Safety		Est. # of Lessons: 1	
Unit Overview: <i>In this unit, students will master the basic safety protocols of water activities.</i>					
STAGE 1: DESIRED RESULTS					
Established Goals			Transfer Goals		
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>			<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>		
Understandings			Essential Questions		
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>			<ul style="list-style-type: none"> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>		
Knowledge			Skills (Framed as Learning Targets)		

<ul style="list-style-type: none"> <li>• Safety procedures and proper safety precautions</li> <li>• Use basic terminology associated with water facilities.</li> </ul>	<ol style="list-style-type: none"> <li>1. I can complete The American Red Cross Water Competency Test.</li> <li>2. I can identify the shallow and deep end.</li> <li>3. I can properly use the diving board.</li> <li>4. I can properly float on my back.</li> <li>5. I can understand the basic terminology used in water settings.</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>• Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>• Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets.

**STAGE 3: LEARNING PLAN**

First Topic: Rules, safety, and basic skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1): <ul style="list-style-type: none"> <li>• I can complete The American Red Cross Water Competency Test.</li> <li>• I can identify the shallow and deep end.</li> <li>• I can understand the basic terminology used in water settings.</li> <li>• I can properly float on my back.</li> <li>• I can safely use the diving board.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• American Red Cross Water Competency Test</li> <li>• Water Rules and Safety Pre-Assessment</li> </ul>	

**Course Name: Aquatics                      Unit Title: Swimming Strokes                      Est. # of Lessons: 3**

*Unit Overview: In this unit, students will gain basic aquatic skills and swimming strokes, including the front crawl, breast stroke and elementary backstroke.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
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<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Safety procedures and proper safety precautions</li> <li>● Use basic terminology associated with swimming strokes</li> </ul>	<ul style="list-style-type: none"> <li>● I can properly demonstrate the front crawl.</li> <li>● I can properly demonstrate the Breaststroke.</li> <li>● I can properly demonstrate the Elementary Backstroke.</li> </ul>
<p><b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b></p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<ul style="list-style-type: none"> <li>● Teacher observation of proper gameplay,</li> </ul>	<p>Self assessment on relevant learning targets.</p>

sportsmanship & physical education protocols <ul style="list-style-type: none"> <li>• Quiz on key terms, rules, skills, and scenarios</li> </ul>	
<b>STAGE 3: LEARNING PLAN</b>	
Topic: Swimming Strokes	Estimated # of Lessons: 4
Relevant Learning Targets (from Stage 1): <ul style="list-style-type: none"> <li>• I can properly demonstrate the front crawl.</li> <li>• I can properly demonstrate the Breaststroke.</li> <li>• I can properly demonstrate the Elementary Backstroke.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Moving through the water using the Front Crawl, Breaststroke &amp; Elementary Backstroke (Pages 344 - 350 in the American Red Cross Water Safety Instructor’s Manual)</li> </ul>	

Course Name: Aquatics	Unit Title: <b>Water Sports</b>	Est. # of Lessons: <b>24</b>
Unit Overview: <i>In this unit, students will master the basic safety protocols of water activities. Students will be introduced to a variety of swimming strokes and water related activities.</i>		
<b>STAGE 1: DESIRED RESULTS</b>		
Established Goals	Transfer Goals	
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>• <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>• <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>• <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>• <b>Standard 4:</b> The physically literate individual exhibits responsible personal and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>• <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>• <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>• <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>• <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>	

<p>social behavior that respects self and others.</p> <ul style="list-style-type: none"> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	
<b>Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>● Safety procedures and proper safety precautions</li> <li>● Use basic terminology associated with water facilities.</li> </ul>	<ol style="list-style-type: none"> <li>1. I can successfully engage in the gameplay of water activities.</li> <li>2. I can understand the basic terminology used in water settings.</li> <li>3. I can effectively cooperate with my peers.</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>● Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>● Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets.
<b>STAGE 3: LEARNING PLAN</b>	
Topic: Gameplay	Estimated # of Lessons: 6
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can engage in the gameplay of water activities employing the water skills necessary to be successful.</li> <li>● I can understand the basic terminology used in water settings.</li> <li>● I can effectively cooperate with my peers.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I</li> </ul>

	get better at this?
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• Water Polo</li> <li>• Water Volleyball</li> <li>• Water are you spelling?</li> <li>• Wiffle Ball</li> <li>• Basketball</li> <li>• Sharks and Minnows</li> <li>• Relay Races</li> <li>• Kayaks</li> <li>• Watermelon Ball</li> <li>• Post-Assessment on rules, safety, and gameplay</li> </ul>	

Course Name: <b>Aquatics</b>		Unit Title: <b>Water Fitness</b>		Est. # of Lessons: <b>8</b>	
Unit Overview: <i>In this unit, students will master the basic safety protocols of water activities. Students will engage in a variety of water fitness activities.</i>					
<b>STAGE 1: DESIRED RESULTS</b>					
Established Goals			Transfer Goals		
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>• <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>• <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>• <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>• <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>• <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>• <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>• <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>• <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>• <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>		

Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>• Working out in water helps build strength – the impact of gravity is less in the water allowing a greater range of motion.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the benefits of performing fitness exercises in the water?</li> <li>• What am I focusing on right now and how can I get better at this?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>• Safety procedures and proper safety precautions</li> <li>• Use basic terminology associated with water facilities.</li> <li>• Water supports the body, putting less stress on your joints and muscles.</li> <li>• Water pressure helps put less strain on the heart by moving blood around the body.</li> </ul>	<ol style="list-style-type: none"> <li>1. I can successfully engage in water fitness activities.</li> <li>2. I can understand the basic terminology used in water settings.</li> <li>3. I can effectively cooperate with my peers.</li> <li>4. I can explain the unique benefits of water fitness.</li> </ol>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>• Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>• Quiz on benefits of water fitness</li> </ul>	Self assessment on relevant learning targets.
STAGE 3: LEARNING PLAN	
Second Topic: Water Fitness	Estimated # of Lessons: 8
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can successfully engage in water fitness activities.</li> <li>• I can understand the basic terminology used in water settings.</li> <li>• I can effectively cooperate with my peers.</li> <li>• I can explain the unique benefits of water fitness.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the benefits of performing fitness exercises in the water?</li> <li>• What am I focusing on right now and how can I get better at this?</li> </ul>
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• Water Aerobics</li> <li>• Water Relays</li> <li>• Resistance Training</li> <li>• Grand Theft Water</li> </ul>	

Course Name: <b>Aquatics</b> Unit Title: <b>Swimming Turns and Diving</b> Est. # of Lessons: <b>4</b>	
Unit Overview: <i>In this unit, students will master the basic skills of swimming turns and diving.</i>	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● I can engage in the gameplay of water activities employing the water skills necessary to be successful.</li> <li>● I can effectively cooperate with my peers.</li> </ul>	<ul style="list-style-type: none"> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Safety procedures and proper safety precautions</li> <li>● Basic terminology associated turning and diving</li> </ul>	<ul style="list-style-type: none"> <li>● I can successfully turn in a body of water</li> <li>● I can successfully dive into a body of water</li> </ul>

**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets.

**STAGE 3: LEARNING PLAN**

Topic: Swimming Turns	Estimated # of Lessons: 1
Learning Targets:  I can successfully turn while swimming laps in a water setting	Essential Questions:  <ul style="list-style-type: none"> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Water Relays</li> <li>Below the surface drills</li> <li>Land-based turning drills</li> </ul>	
Topic 2: Diving	Estimated # of Lessons: 1
Learning Targets:  I can successfully dive into a body of water.	Essential Questions:  <ul style="list-style-type: none"> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Diving skill practice</li> <li>Diving relays</li> <li>Deep Dive Digging</li> </ul>	

**Course Name: Athletic Experience Unit Title: Athletic Experience Est. # of Lessons: Semester**

Unit Overview: *This practicum experience will educate the student in the fields of physical education, athletic coaching, sport administration, and classroom management.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision making.</li> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Effectively building positive relationships in a classroom setting creates a safe learning environment for all students.</li> <li>● Responsive collaboration and clear communication with classroom teachers impacts the quality of a physical education program.</li> <li>● The success of an athletic event outside the classroom is dependent upon accountability of staff to effectively coordinate.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I assist in creating a safe learning environment for students?</li> <li>● How does collaboration and communication in planning instruction help impact a classroom's success?</li> <li>● How does teamwork impact an athletic event's success?</li> </ul>



Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>• Daily operating procedures of being a PE teacher</li> <li>• Daily tasks at athletic events</li> <li>• Monitor students and classroom</li> <li>• Safety procedures in classroom, fire drill, lockdown</li> </ul>	<ul style="list-style-type: none"> <li>• I can take daily attendance for the teacher.</li> <li>• I can deliver instruction to students.</li> <li>• I can perform designated tasks at athletic events.</li> <li>• I can explain and demonstrate safety procedures and protocols in the class.</li> <li>• I can reinforce class expectations and assist in managing the classroom.</li> <li>• I can assist in athletic events outside of the PE classroom.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>• Working 3 athletic Events</li> <li>• Student Teaching / Classroom Responsibilities</li> <li>• Weekly Journal Reflection</li> </ul>	Self assessment on relevant learning targets.
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Introduction to Class / Intro Daily Tasks	Estimated # of Lessons: Semester
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>• I can take daily attendance for the teacher.</li> <li>• I can deliver instruction to students.</li> <li>• I can explain and demonstrate safety procedures and protocols in the class.</li> <li>• I can reinforce class expectations and assist in managing the classroom.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• What are the safety procedures in the</li> <li>• How does collaboration and communication in planning instruction help impact a classroom’s success?</li> <li>• How do I assist in creating a safe learning environment for students?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Student introduction to class</li> <li>• Student will take attendance</li> <li>• Student and teacher will discuss and implement unit and lesson distribution</li> </ul>	
Second Topic: Athletic Experience	Estimated # of Lessons: Semester
Learning Targets: <ul style="list-style-type: none"> <li>• I can take daily attendance for the teacher</li> <li>• I can deliver instruction to students.</li> <li>• I can understand safety procedures and</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>• How do I assist in creating a safe learning environment for students?</li> <li>• How does collaboration and communication in</li> </ul>

<p>protocols in the class.</p> <ul style="list-style-type: none"> <li>● I can reinforce class expectations and assist in managing the classroom.</li> <li>● I can assist in the operation of athletic events outside of the PE classroom.</li> </ul>	<p>planning instruction help impact a classroom's success?</p> <ul style="list-style-type: none"> <li>● How does teamwork impact an athletic event's success?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Working 3 athletic events</li> <li>● Student Teaching Skills</li> <li>● Daily teacher tasks (attendance)</li> <li>● Participate in gameplay</li> <li>● Modeling / Demonstrating</li> <li>● Collaborating with PE Teacher (planning)</li> </ul>	

**Course Name: BootCamp      Unit Title: Introduction to Weight Lifting      Est. # of Lessons: 4**

Unit Overview: *In this unit, students will be able to understand the proper safety procedures in the weight room along with safely using the equipment.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>● What are the safety procedures in the weight room?</li> <li>● How can technique vary when using free weights as opposed to machines?</li> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Safety procedures and guidelines in the weight room.</li> <li>● Technique and form that correspond to a particular lift.</li> </ul>	<ul style="list-style-type: none"> <li>● I can safely use the equipment in the weight room.</li> <li>● I can safely follow the appropriate protocols in the weight room</li> </ul>

	<ul style="list-style-type: none"> <li>I can properly execute a lift using correct technique.</li> <li>I can demonstrate proper techniques and cues for using the weight training equipment.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Teacher observation of safety and protocols in weight room</li> </ul>	Self assessment on relevant learning targets.
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Weight Room Safety and Technique	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>I can identify the different machines in the weight room.</li> <li>I can understand the basic terminology used in the weight room.</li> <li>I can safely follow the appropriate protocols in the weight room</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How can technique vary when using free weights as opposed to machines?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Assessment on rules, safety, and protocols.</li> </ul>	
Second Topic: Proper Weightlifting Technique	Estimated # of Lessons: 3
Learning Targets: <ul style="list-style-type: none"> <li>I can safely use the equipment in the weight room.</li> <li>I can safely follow the appropriate protocols in the weight room</li> <li>I can demonstrate proper techniques and cues for using the weight training equipment.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>How can technique vary when using free weights as opposed to machines?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Individual demonstration / teacher observed proper technique with lifts and machines.</li> </ul>	

<b>Course Name: BootCamp</b>	<b>Unit Title: FITT Principle and Heart Rate</b>	<b>Est. # of Lessons: 1</b>
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Unit Overview: *In this unit, students will be able to understand the components of the FITT Principle and proper heart rate monitoring during workouts.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
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<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision making.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
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Understandings	Essential Questions
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<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How can you apply the FITT Principle to workouts?</li> </ul>
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Knowledge	Skills (Framed as Learning Targets)
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<ul style="list-style-type: none"> <li>● FITT Principle</li> <li>● Heart Rate Zones</li> <li>● Target Heart Rate</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the aspects of the FITT Principle (frequency, intensity, type, and time).</li> <li>● I can find my maximum heart rate.</li> <li>● I can find my resting heart rate.</li> <li>● I can find my target heart rate zone.</li> </ul>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
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<ul style="list-style-type: none"> <li>● Quiz on Heart Rate and FITT Principle</li> </ul>	Self assessment on relevant learning targets.
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**STAGE 3: LEARNING PLAN**

<b>First Topic: FITT Principle and Heart Rate</b>	<b>Estimated # of Lessons: 1</b>
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Relevant Learning Targets (from Stage 1) :	Relevant Essential Questions (from Stage 1):
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<ul style="list-style-type: none"> <li>● I can identify the aspects of the FITT Principle (frequency, intensity, type, and time)</li> <li>● I can find my maximum heart rate</li> <li>● I can find my resting heart rate</li> <li>● I can find my target heart rate zone</li> </ul>	<ul style="list-style-type: none"> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How can you apply the FITT Principle to workouts?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Students will demonstrate with partners finding heart rate</li> <li>● Students will demonstrate finding Target Heart Rate zone</li> <li>● Overview of FITT principle</li> </ul>	

Course Name: <b>BootCamp</b>		Unit Title: <b>Muscle Identification</b>		Est. # of Lessons: <b>5</b>	
Unit Overview: <i>In this unit, students will be able to properly identify each main muscle group along with corresponding lifts that focus directly on that muscle.</i>					
<b>STAGE 1: DESIRED RESULTS</b>					
Established Goals			Transfer Goals		
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> </ul>			<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> </ul>		
Understandings			Essential Questions		
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to</li> </ul>			<ul style="list-style-type: none"> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How can the understanding of specific muscle</li> </ul>		

<p>improve performance.</p> <ul style="list-style-type: none"> <li>The effective use of technique and form related to weight training can enhance muscle development.</li> </ul>	<p>groups with targeted lifts enhance your physical and athletic ability?</p>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>Safety procedures and guidelines in the weight room.</li> <li>Technique and form that correspond to a particular lift and muscle.</li> <li>10 main muscles of the body</li> </ul>	<ul style="list-style-type: none"> <li>I can safely use the equipment in the weight room.</li> <li>I can safely follow the appropriate protocols in the weight room</li> <li>I can properly execute a lift using correct technique.</li> <li>I can identify the main muscle groups in the body.</li> </ul>
<p>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<p>-Muscles Quiz -Teacher observation of proper weightlifting techniques &amp; physical education protocols</p>	<p>Self assessment on relevant learning targets.</p>
<p>STAGE 3: LEARNING PLAN</p>	
<p>First Topic: Muscle Identification</p>	<p>Estimated # of Lessons: 1</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>I can identify the 10 major muscles in the body.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>How can the understanding of specific muscle groups with targeted lifts enhance your physical and athletic ability?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Assessment on the muscles</li> </ul>	
<p>Second Topic: Main Muscles and Lifts</p>	<p>Estimated # of Lessons: 4</p>
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>I can safely use the equipment in the weight room.</li> <li>I can safely follow the appropriate protocols in the weight room</li> <li>I can properly execute a lift using correct</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>What am I focusing on right now and how can I get better at this?</li> <li>How can the understanding of specific muscle groups with targeted lifts enhance your</li> </ul>

technique. <ul style="list-style-type: none"> <li>● I can identify the main muscle groups in the body.</li> </ul>	physical and athletic ability?
Learning Activities: <ul style="list-style-type: none"> <li>● Individual demonstration / teacher observed proper technique with lifts and machines that correspond to the targeted muscle.</li> </ul>	

Course Name: **BootCamp**      Unit Title: **Types of Training Methods**      Est. # of Lessons: **10**

Unit Overview: *In this unit, students will be able to experience a variety of training methods in order to individualize their workouts to meet their own fitness goals, developing an appreciation for lifelong fitness and a healthy lifestyle.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● The effective use of technique and form related to weight training can enhance muscle development.</li> <li>● There are a variety of training methods</li> </ul>	<ul style="list-style-type: none"> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>



<p>with each focusing on a different aspect of physical fitness.</p> <ul style="list-style-type: none"> <li>● Benefits of exercise can impact my overall well being.</li> </ul>	
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Safety procedures and guidelines in the weight room</li> <li>● Cardio exercise workouts</li> <li>● Muscular Strength workouts</li> <li>● Muscular Endurance workouts</li> <li>● Crossfit exercises</li> </ul>	<ul style="list-style-type: none"> <li>● I can safely use the equipment in the weight room.</li> <li>● I can identify and perform a cardiorespiratory workout</li> <li>● I can identify and perform a muscular strength workout</li> <li>● I can identify and perform a muscular endurance workout</li> <li>● I can identify and perform a crossfit workout.</li> <li>● I can differentiate between cardio and crossfit training.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>● Quiz on variety of training methods</li> <li>● Teacher observation of proper weightlifting techniques &amp; physical education protocols</li> </ul>	Self assessment on relevant learning targets.
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Cardio Stations / Crossfit (high interval)	Estimated # of Lessons: 6
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can safely use the equipment in the weight room.</li> <li>● I can identify and perform a cardiorespiratory workout.</li> <li>● I can identify and perform a crossfit workout.</li> <li>● I can differentiate between cardio and crossfit training.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● 8 stations of cardio exercises (1 minute on 30 sec rest)</li> <li>● 8 stations of Crossfit (combining strength and conditioning)</li> </ul>	

Second Topic: Muscular Strength	Estimated # of Lessons: 2
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can safely use the equipment in the weight room.</li> <li>I can identify and perform a muscular strength workout</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>Students will perform a muscular strength workout led by the teacher.</li> </ul>	

Third Topic: Muscular Endurance	Estimated # of Lessons: 2
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can safely use the equipment in the weight room.</li> <li>I can identify and perform a muscular endurance workout</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What am I focusing on right now and how can I get better at this?</li> <li>How do muscular strength and muscular endurance workouts differ?</li> <li>What are the benefits of exercise?</li> </ul>
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>Students will perform a muscular endurance workout led by the teacher.</li> </ul>	

Course Name: <b>BootCamp</b> Unit Title: <b>Student Led Projects</b> Est. # of Lessons: <b>12</b>	
Unit Overview: <i>In this unit, students will be able to work as a group in order to design and teach their own daily workout to the class utilizing proper terminology and exercises incorporating all aspects from warm up to cool down.</i>	
<b>STAGE 1: DESIRED RESULTS</b>	
Established Goals	Transfer Goals
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to</li> </ul>	<ul style="list-style-type: none"> <li><b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision making.</li> <li><b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> </ul>

<ul style="list-style-type: none"> <li>movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● The effective use of technique and form related to weight training can enhance muscle development.</li> <li>● Effective use of communication and collaboration in a group setting in order to achieve a common goal.</li> <li>● Mastering content in order to deliver instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How does accountability within a group affect its success as a team?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Safety procedures and guidelines in the weight room.</li> <li>● Different types of training methods</li> <li>● Proper technique and form of specific lifts / exercises</li> <li>● Monitor and provide feedback to the class regarding their workout program that's presented</li> </ul>	<ul style="list-style-type: none"> <li>● I can safely use the equipment in the weight room.</li> <li>● I can safely follow the appropriate protocols in the weight room</li> <li>● I can successfully lead a workout for my peers</li> <li>● I can demonstrate the proper technique of the specific lifts provided to the class.</li> <li>● I can collaborate with a team to design and communicate a workout for my peers.</li> </ul>
<p><b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b></p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<ul style="list-style-type: none"> <li>● Rubric for Project</li> <li>● Teacher observation of proper weightlifting techniques &amp; physical education protocols</li> </ul>	<p>Self assessment on relevant learning targets.</p>

### STAGE 3: LEARNING PLAN

First Topic: <b>Student Led Projects</b>	Estimated # of Lessons: <b>12</b>
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>● I can safely use the equipment in the weight room.</li> <li>● I can safely follow the appropriate protocols in the weight room</li> <li>● I can successfully lead a workout for my peers</li> <li>● I can demonstrate the proper technique of the specific lifts provided to the class.</li> <li>● I can collaborate with a team to design and communicate a workout for my peers.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How does accountability within a group affect its success as a team?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>● Student led projects teaching their workouts to the class.</li> </ul>	

Course Name: **BootCamp** Unit Title: **Reaching Peak Performance; Nutrition, Hydration & Rest**  
 Est. # of Lessons: **3**

Unit Overview:  
 In this unit, students will be to identify the main sources of proper nutrition, hydration and rest as it relates to the impact on physical, mental, emotional, and athletic performance.

### STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision making.</p> <p><b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</p> <p><b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</p> <p><b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</p> <p><b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</p>

<p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Personal choices can impact one's health in positive and negative ways.</li> </ul>	<ul style="list-style-type: none"> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How does what I consume directly impact performance? Energy levels? Muscle growth?</li> <li>● How does getting proper sleep aid in recovery and performance?</li> <li>● How do I keep myself properly hydrated for peak performance?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Nutrition and its components have a direct relationship to an athlete's performance.</li> <li>● Hydration levels have a direct correlation to athletic performance.</li> <li>● To reach peak performance I need to have adequate rest and optimal recovery.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify what foods are carbohydrates and their benefits.</li> <li>● I can identify what foods are proteins and their benefits.</li> <li>● I can understand that sleep / recovery time can enhance performance and decrease injuries.</li> <li>● I can understand the importance of hydration and its impact on athletic performance.</li> </ul>
<p><b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b></p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<p>-Quiz on nutrition -Teacher observation of proper weightlifting techniques &amp; physical education protocols</p>	<p>Self assessment on relevant learning targets.</p>
<p><b>STAGE 3: LEARNING PLAN</b></p>	
<p>First Topic: <b>Nutrition, Hydration, Sleep</b></p>	<p>Estimated # of Lessons: <b>3</b></p>
<p>Relevant Learning Targets (from Stage 1) :</p>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I focusing on right now and how can I</li> </ul>

<ul style="list-style-type: none"> <li>● I can identify what foods are carbohydrates and their benefits.</li> <li>● I can identify what foods are proteins and their benefits.</li> <li>● I can understand that sleep / recovery time can enhance performance and decrease injuries.</li> <li>● I can understand the importance of hydration and its impact on athletic performance.</li> </ul>	<p>get better at this?</p> <ul style="list-style-type: none"> <li>● How does what I consume directly impact performance? Energy levels? Muscle growth?</li> <li>● How does getting proper sleep aid in recovery and performance?</li> <li>● How do I keep myself properly hydrated for peak performance?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>- Sports Nutrition Slides</li> <li>- Nutrition Bootcamp Slides</li> </ul>	

Course Name: <b>BootCamp</b>	Unit Title: <b>Weekly Workout Plans</b>	Est. # of Lessons: <b>7</b>
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Unit Overview:  
 In this unit, students will be able to design and implement their own weekly individualized workouts as they pertain to their own physical goals.

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual</p>	<p><b>Research and Understanding:</b> Read, evaluate, and use information from various sources to deepen understanding of impact and decision making.</p> <p><b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</p> <p><b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</p> <p><b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</p> <p><b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</p>

<p>exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	
<b>Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>• The effective use of technique and form related to weight training can enhance muscle development.</li> <li>• Variety of training methods can meet a variety of different physical needs</li> </ul>	<ul style="list-style-type: none"> <li>• What am I focusing on right now and how can I get better at this?</li> <li>• How does this weekly workout correspond to my physical goals?</li> <li>• How does one determine the specific exercises for a workout?</li> </ul>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>• Safety procedures and guidelines in the weight room.</li> <li>• Differentiate between the types of training methods</li> <li>• Proper technique and form of specific lifts / exercises</li> </ul>	<ul style="list-style-type: none"> <li>• I can safely use the equipment in the weight room.</li> <li>• I can safely follow the appropriate protocols in the weight room</li> <li>• I can successfully design a weekly workout</li> <li>• I can differentiate the training methods to fit my personal goals.</li> <li>• I can successfully perform all the exercises</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<p>-Weekly workout project</p> <p>-Teacher observation of proper weightlifting techniques &amp; physical education protocols</p>	<p>Self assessment on relevant learning targets.</p>
<b>STAGE 3: LEARNING PLAN</b>	
<b>First Topic: Student Led Projects</b>	<b>Estimated # of Lessons: 7</b>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>• I can safely use the equipment in the</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• What am I focusing on right now and how can I</li> </ul>

weight room.

- I can safely follow the appropriate protocols in the weight room
- I can successfully design a weekly workout
- I can differentiate the training methods to fit my personal goals.
- I can successfully perform all the exercises

get better at this?

- How does this weekly workout correspond to my physical goals?
- How does one determine the specific exercises for a workout?

Learning Activities:

-Students will perform their own exercises according to their personally designed workouts.



**Course Name: First Aid/CPR      Unit Title: Before Giving Care and Checking an Injured or Ill Person**  
**Est. # of Lessons: 8**

Unit Overview: *In this unit, students will be introduced to the course. They will learn how to identify an emergency and their role in getting the person the help they need and improve their chances of survival/healing. Students will practice interview skills to help determine what appropriate moves might be needed given hypothetical situations.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</li> <li>● <b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</li> <li>● <b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Communication, Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Coordination of first responders impacts the outcome of an emergency situation.</li> <li>● Utilizing the knowledge and skills can help increase an injured or ill person’s chance of survival in an emergency situation</li> </ul>	<ul style="list-style-type: none"> <li>● How do I handle emergency situations?</li> <li>● How do I care for an injured or ill person until rescue personnel arrive?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Types of emergencies that require first aid</li> <li>● Role in an emergency situation</li> <li>● Reasons that prevent people from being willing to act in an emergency</li> <li>● Ways bystanders can help at the scene</li> <li>● Difference between consent and implied consent</li> <li>● Purpose of Good Samaritan Laws</li> <li>● Ways to move a person</li> <li>● Key anatomy terms, positions, cavities, and</li> </ul>	<ul style="list-style-type: none"> <li>● I can recognize key signs of an emergency.</li> <li>● I can identify how to reduce the risk of disease transmission when giving care.</li> <li>● I can explain how to activate and work with the emergency medical services (EMS) system.</li> <li>● I can identify and explain the emergency action steps. CHECK-CALL-CARE</li> <li>● I can identify major body cavities, body systems and anatomical terms commonly</li> </ul>

<p>body systems</p> <ul style="list-style-type: none"> <li>● How to check for life-threatening conditions for an adult, child and infant</li> </ul>	<p>used to refer to the body.</p> <ul style="list-style-type: none"> <li>● I can demonstrate how to find key information using SAMPLE questions.</li> <li>● I can demonstrate how to check a responsive and unresponsive person for life-threatening and non-life threatening conditions.</li> <li>● I can demonstrate how to move a person in an emergency situation.</li> </ul>
<p><b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b></p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<ul style="list-style-type: none"> <li>● Interview a person in a hypothetical emergency situation and determine the best course of action. (SAMPLE Questions, checking from head to toe, possible actions)</li> <li>● Demonstrate and explain key positions for someone that is <ul style="list-style-type: none"> <li>○ Unresponsive</li> <li>○ Partially responsive</li> <li>○ Fully responsive</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Practicing key positions using a manikin or classmates</li> <li>● Quiz: Structured set of questions based on key topics related to checking an ill or injured person</li> </ul>
<p><b>STAGE 3: LEARNING PLAN</b></p>	
<p>Topic: Before Giving Care and Checking an Injured or Ill Person</p>	<p>Estimated # of Lessons: 8</p>
<p>Learning Targets (from Stage 1) :</p> <ol style="list-style-type: none"> <li>1. I can recognize the key signs of an emergency.</li> <li>2. I can identify how to reduce the risk of disease transmission when giving care.</li> <li>3. I can explain how to activate and work with the emergency medical services (EMS) system.</li> <li>4. I can identify the emergency action steps. CHECK-CALL-CARE</li> <li>5. I can understand and identify major body cavities, body systems and anatomical terms commonly used to refer to the body.</li> <li>6. I can explain how to check a responsive and unresponsive person for life-threatening and non-life threatening conditions.</li> <li>7. I can check a person who has a special circumstance.</li> </ol>	<p>Essential Questions</p> <ul style="list-style-type: none"> <li>● How do I handle emergency situations?</li> <li>● How do I care for an injured or ill person until rescue personnel arrive?</li> </ul>

Learning Activities: *American Red Cross Responding to Emergencies Instructor Manual*, pages 32-81

- Lesson 1: Introduction (LT 1)
- Lesson 2 If not you, who? (LT 1,2,3)
- Lesson 3: Taking action I (LT 3, 4)
- Lesson 4: Taking action II (LT 3, 4)
- Lesson 5: Before giving care (LT4, 5)
- Lesson 6: Human body (LT5)
- Lesson 7: Checking an injured or ill person (LT 6)
- Lesson 8: Special consideration (LT 7)

**Course Name: First Aid/CPR      Unit Title: Life Threatening Emergencies      Est. # of Lessons: 14**

Unit Overview: *In this unit, students will be introduced to life threatening emergencies. They will learn how to identify cardiac and breathing emergencies, as well as how to recognize and care for bleeding and shock emergencies. Students will practice cardiac, breathing, bleeding and shock emergency life-saving skills in skill-based hypothetical scenarios.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</li> <li>● <b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</li> <li>● <b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</li> <li>● <b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Communication, Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Coordination of first responders impacts the outcome of an emergency situation.</li> <li>● Utilizing the knowledge and skills can help increase an injured or ill person’s chance of</li> </ul>	<ul style="list-style-type: none"> <li>● What are the typical signs that someone is having a heart attack? What else might I need to consider?</li> <li>● What do I do to care for someone who is not breathing?</li> </ul>

<p>survival in an emergency situation</p> <ul style="list-style-type: none"> <li>When a person is having a heart attack or in cardiac arrest, every second counts.</li> </ul>	
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>Signs and symptoms of heart attack versus cardiac arrest</li> <li>Adult and pediatric Chain of Survival</li> <li>Role of CPR in cardiac arrest</li> <li>Causes of breathing emergencies</li> <li>Signs and symptoms of respiratory distress and asthma</li> <li>How to assist a person with an asthma inhaler</li> <li>Signs of severely, life-threatening external bleeding</li> <li>Types of shock and the conditions that cause each of them</li> </ul>	<ol style="list-style-type: none"> <li>I can demonstrate CPR for adult, child, and infant in cardiac arrest</li> <li>I can demonstrate how to use an AED to care for an adult, child and infant in cardiac arrest</li> <li>I can demonstrate how to care for a choking adult, child and infant who is awake</li> <li>I can demonstrate how to care for a choking adult, child and infant who is unresponsive</li> <li>I can demonstrate how to control minor and severe, life-threatening external bleeding</li> <li>I can demonstrate how to use a commercially manufactured tourniquet</li> <li>I can assist someone with an asthma inhaler</li> <li>I can demonstrate what care can be given to minimize shock</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>Demonstrate life saving techniques using scenarios for the following life saving techniques: <ul style="list-style-type: none"> <li>CPR (adult, child, infant)</li> <li>AED (adult, child, infant)</li> <li>Choking (adult, child, infant)</li> <li>Bleeding (internal and external)</li> <li>Shock</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Practicing life-saving techniques using a manikin or classmates</li> <li>Quiz: Structured set of questions based on key topics related to cardiac emergencies, breathing emergencies, bleeding and shock</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
Topic: Life Threatening Emergencies	Estimated # of Lessons: 14
Relevant Learning Targets (from Stage 1) : <ol style="list-style-type: none"> <li>I can demonstrate CPR for adult, child, and infant in cardiac arrest</li> <li>I can demonstrate how to use an AED to care for an adult, child and infant in cardiac arrest</li> <li>I can demonstrate how to care for a</li> </ol>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>What are the typical signs that someone is having a heart attack? What else might I need to consider?</li> <li>What do I do to care for someone who is not breathing?</li> </ul>

<p>choking adult, child and infant who is awake</p> <ol style="list-style-type: none"> <li>4. I can demonstrate how to care for a choking adult, child and infant who is unresponsive</li> <li>5. I can assist someone with an asthma inhaler</li> <li>6. I can demonstrate how to control minor and severe, life-threatening external bleeding</li> <li>7. I can demonstrate how to use a commercially manufactured tourniquet</li> <li>8. I can demonstrate what care can be given to minimize shock</li> </ol>	
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Learning Activities: *American Red Cross Responding to Emergencies Instructor Manual*, pages 82-171

Lesson 9: Cardiac Emergencies (LT 1)  
Lesson 10: CPR-Adult (LT 1)  
Lesson 11: CPR- Child (LT 1)  
Lesson 12: CPR-Infant (LT 1)  
Lesson 13: AED- Adult (LT 1, 2)  
Lesson14: Adult AED Skill Practice and Scenarios (LT 2)  
Lesson 15: AED- Child and Infant (LT 1,2)  
Lesson 16: Child and Infant AED Skill Practice and Scenarios (LT 1,2)  
Lesson 17: Breathing Emergencies (LT 3.4)  
Lesson 18: Choking- Adult and Child (LT 3,4,5)  
Lesson 19: Choking- Infant ( LT 3.4,5)  
Lesson 20: Bleeding (LT 6,7)  
Lesson 21: Internal Bleeding/Shock (LT 6,7,8)  
Lesson 22: Putting It All Together I/ Introduction, Assessment and Life-Threatening Emergencies (LT 1-8)

<b>Course Name: First Aid/CPR</b>	<b>Unit Title: First Aid</b>	<b>Est. # of Lessons: 12</b>
<p>Unit Overview: <i>In this unit, students will learn how to recognize and care for first aid emergencies. They will learn how to provide first aid for injuries, sudden illnesses, poisoning, bites and stings, substance abuse and misuse and heat and cold-related emergencies. Students will practice first aid skills to help determine the appropriate care that might be needed in hypothetical first aid scenarios.</i></p>		
<b>STAGE 1: DESIRED RESULTS</b>		
Established Goals	Transfer Goals	

<p><b>National Health Education Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease</li> <li>● <b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</li> <li>● <b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others..</li> </ul>
<p style="text-align: center;">Understandings</p>	<p style="text-align: center;">Essential Questions</p>
<ul style="list-style-type: none"> <li>● One’s personal decision to act in an emergency will impact the outcome of an emergency situation</li> <li>● Utilizing the knowledge and skills can help increase one’s chance of survival in an emergency situation</li> </ul>	<ul style="list-style-type: none"> <li>● How do I handle emergency situations?</li> <li>● How do I care for an injured or ill person until rescue personnel arrive?</li> </ul>
<p style="text-align: center;">Knowledge</p>	<p style="text-align: center;">Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Prevention of infection of a wound</li> <li>● Different types of burns and how to treat them</li> <li>● Types of musculoskeletal injuries</li> <li>● Purposes of immobilizing a musculoskeletal injury</li> <li>● Guidelines for splinting</li> <li>● Signs,symptoms, prevention and care of head, neck and spinal injuries</li> <li>● Signs,symptoms, prevention and care of injuries to the chest, abdomen and pelvis</li> <li>● Signs,symptoms, prevention and care of sudden illnesses</li> <li>● Guidelines for care for any poisoning emergency</li> <li>● Signs and symptoms of and care for anaphylaxis</li> <li>● Signs and symptoms of and care for bites and stings</li> <li>● Signs,symptoms, prevention and care of substance abuse and misuse</li> <li>● Risk factors, signs,symptoms, prevention and care of heat-related illnesses and</li> </ul>	<ol style="list-style-type: none"> <li>1. I can demonstrate how to care for an open and closed wound</li> <li>2. I can demonstrate how to immobilize an injured extremity using an anatomic, soft or rigid splint</li> <li>3. I can demonstrate how to immobilize an upper extremity injury using a sling and binder</li> <li>4. I can identify key signs of a concussion</li> <li>5. I can identify the FAST method to identify signs and symptoms of the stroke.</li> <li>6. I can demonstrate how to assist someone with a epinephrine auto-injector</li> </ol>

cold-related emergencies	
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>● Students will be given one from a series of emergency scenarios and will have to demonstrate what to do for that individual.</li> </ul>	<ul style="list-style-type: none"> <li>● Practicing applying splints to classmates</li> <li>● Practicing administering a practice epinephrine auto-injector on self and classmates</li> <li>● Quiz: Structured set of questions based on key topics related to injuries, sudden illnesses, poisoning, bites and stings, substance abuse and misuse and heat and cold-related emergencies</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
Topic: First Aid	Estimated # of Lessons: 12
<p>Relevant Learning Targets (from Stage 1) :</p> <ol style="list-style-type: none"> <li>1. I can demonstrate how to care for an open and closed wound, poisoning, bites and stings, substance abuse or misuse and for heat and cold-related injuries.</li> <li>2. I can demonstrate how to immobilize an injured extremity using an anatomic, soft or rigid splint</li> <li>3. I can demonstrate how to immobilize an upper extremity injury using a sling and binder</li> <li>4. I can identify key signs of a concussion</li> <li>5. I can identify the FAST method to identify signs and symptoms of the stroke.</li> <li>6. I can demonstrate how to assist someone with a epinephrine auto-injector</li> </ol>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How do I handle emergency situations?</li> <li>● How do I care for the victim and what is the role and responsibility of rescue personnel?</li> </ul>
<p>Learning Activities: <i>American Red Cross Responding to Emergencies Instructor Manual</i>, pages 174-288</p> <p>Lesson 23: Soft Tissue Injuries I (LT 1)  Lesson 24: Soft Tissue Injuries II (LT 1, 2)  Lesson 25: Musculoskeletal Injuries I (LT 1, 2,3)  Lesson 26: Injuries to the Head, Neck and Spine (LT 1, 2, 4)  Lesson 27: Injuries to the Chest Abdomen and Pelvis (LT 1, 2)  Lesson 28: Sudden Illnesses I (LT 5)  Lesson 29: Sudden Illnesses II Poisoning (LT 1)  Lesson 30: Sudden Illnesses III Allergic Reaction and Anaphylaxis (LT 1)  Lesson 31: Sudden Illnesses IV Bites and Stings (LT 1)</p>	

Lesson 32 Sudden Illnesses V Substance Abuse and Misuse (LT 1)  
 Lesson 33: Heat- Related Illnesses and Cold-Related Emergencies (LT 1)  
 Lesson 34: Putting it All Together II Injuries and Sudden Illnesses (LT 1, 2, 3, 4, 5, 6)

**Course Name: First Aid/CPR      Unit Title: Special Situations      Est. # of Lessons: 6**

Unit Overview: *In this unit, students will learn how to respond to unique situations, such as water emergencies, wilderness emergencies and how to treat special populations. Students will work together to provide the appropriate care in response to a special situation that will be actively participating as the primary care providers.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Health Education Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</li> <li>● <b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</li> <li>● <b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</li> <li>● <b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.</li> <li>● <b>Communication, Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Coordination of first responders impacts the outcome of an emergency situation.</li> <li>● Utilizing the knowledge and skills can help increase one’s chance of survival in an emergency situation</li> </ul>	<ul style="list-style-type: none"> <li>● How do I handle special emergency situations?</li> <li>● How do we coordinate as a team to provide emergency care?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Actions you can safely take to assist a person who is in distress or is drowning</li> </ul>	<ol style="list-style-type: none"> <li>1. I can recognize key behaviors of people in distress: (e.g., swimmers, pregnant women, older adults, infants)</li> </ol>



<ul style="list-style-type: none"> <li>● Non-swimming rescues and assists that you can use to help someone who is in trouble in the water</li> <li>● Signs and symptoms and care for common childhood illnesses and injuries</li> <li>● How to check an older adult</li> <li>● Issues that can affect older adults and their implications for care</li> <li>● Options available when trying to communicate with a person there is a language barrier</li> <li>● What you should do if you encounter a crime scene or hostile person</li> <li>● Basics of pregnancy and the birth process</li> <li>● Stages of labor</li> <li>● How to assist with the delivery of a baby</li> <li>● Possible complications during pregnancy and childbirth that require immediate medical care</li> <li>● Leadership and followership roles in extended care situations</li> <li>● Information to gather and consider when making a plan to get help in a disaster, remote or wilderness emergency</li> <li>● Special considerations for first aid care in disaster, remote or wilderness settings</li> </ul>	<ol style="list-style-type: none"> <li>2. We ( first responder team) can generate possible plans of action to determine what is most appropriate</li> <li>3. We can work quickly and effectively carrying out each of our parts of the plan.</li> <li>4. We can communicate to troubleshoot challenges (anticipated and unexpected).</li> <li>5. We can reflect on our individual and team actions to identify strengths and areas of improvement.</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>● Students are given an emergency scenario. They work in small teams to formulate a response to the scenario and use the emergency action steps to guide their responses. They should be able to explain their actions as well as respond to questions from their classmates or instructor.</li> <li>● FINAL EXAMS FOR CERTIFICATION: <ul style="list-style-type: none"> <li>○ Written assessment</li> <li>○ Physical skills demonstration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students critique their actions and discuss any problems, errors or difficulties they may have had after role-playing the scenario.</li> </ul>

**STAGE 3: LEARNING PLAN**

Topic: Special Situations	Estimated # of Lessons: 6
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<p>Relevant Learning Targets (from Stage 1) :</p> <ol style="list-style-type: none"> <li>1. I can recognize key behaviors of people in distress: (e.g., swimmers, pregnant women, older adults, infants)</li> <li>2. We ( first responder team) can generate possible plans of action to determine what is most appropriate</li> <li>3. We can work quickly and effectively carrying out each of our parts of the plan.</li> <li>4. We can communicate to troubleshoot challenges (anticipated and unexpected).</li> <li>5. We can reflect on our individual and team actions to identify strengths and areas of improvement.</li> </ol>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How do I handle special emergency situations?</li> </ul>
<p>Learning Activities: <i>American Red Cross Responding to Emergencies Manual</i>, pages 174-288</p> <p>Lesson 35: Water Related Emergencies (LT 1, 2, 3, 4, 5)  Lesson 36: Pediatric, Older Adult and Special Situations (LT 1, 2, 3, 4, 5)  Lesson 37: Emergency Childbirth (Optional) (LT 1, 2, 3, 4, 5)  Lesson 38: Disaster, Remote and Wilderness Emergencies I (Optional) (LT 1, 2, 3, 4, 5)  Lesson 39: Disaster, Remote and Wilderness Emergencies II (Optional) (LT 1, 2, 3, 4, 5)  Lesson 40: Putting it all together III/Course Review (LT 1, 2, 3, 4, 5)  Lesson 41: Field Exercise (Optional) (LT 1, 2, 3, 4, 5)</p>	

Course Name: Lifeguarding      Unit Title: Pre-Course Session      Est. # of Lessons: 2	
Unit Overview: <i>In this unit, students will perform a series of prerequisite swimming skills to assess the individual's strength, endurance, and comfort in the water.</i>	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<b>National Physical Education Standards:</b> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Lifeguard certification is based on physical, emotional, and mental skills that require immense focus, practice, and commitment.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I pace myself aerobically to demonstrate proficiency in all prerequisite skills?</li> <li>● Do I have the capacity needed to become a certified lifeguard?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● American Red Cross Age Requirement</li> <li>● Prerequisite Swimming Skills</li> </ul>	<ol style="list-style-type: none"> <li>1. I can demonstrate proficiency in all the prerequisite skills.</li> </ol>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>● <b>SWIM:</b> Swim a targeted number of yards demonstrating breath control and rhythmic breathing.</li> <li>● <b>TREAD WATER:</b> Tread water for 2 minutes, using only the legs. Candidates should place their hands under their armpits.</li> <li>● <b>TIMED:</b> Complete a series of diving and obstacle challenges within a designated time period.</li> </ul>	N/A
STAGE 3: LEARNING PLAN	

Topic: Pre Course Session	Estimated # of Lessons: 2
Relevant Learning Targets (from Stage 1) :  1. I can demonstrate proficiency in all the prerequisite skills.	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• How do I pace myself aerobically to demonstrate proficiency in all prerequisite skills?</li> <li>• Do I have the capacity needed to become a certified lifeguard?</li> </ul>
Learning Activities: <i>American Red Cross Lifeguarding Blended Learning Instructor's Manual</i> , pages 51-62  Lesson 1: Verify Age (LT 1) Lesson 2: Prerequisite swimming skills evaluation (LT 2)	

<b>Course Name: Lifeguarding    Unit Title: The Professional Lifeguard    Est. # of Lessons: 4</b>	
Unit Overview: <i>In this unit, students will be introduced to the course. They will then become oriented on the characteristics and responsibilities of a professional lifeguard using the rules specific to facilities. In the pool, students will practice and demonstrate how to safely and effectively enter and approach a victim.</i>	
<b>STAGE 1: DESIRED RESULTS</b>	
Established Goals	Transfer Goals
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>• <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>• <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>• <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Lifeguarding is based on physical, emotional, and mental skills that require immense focus, practice, and commitment.</li> <li>• Upholding facility safety prevents</li> </ul>	<ul style="list-style-type: none"> <li>• Do I have the capacity needed to become a certified lifeguard?</li> <li>• How do I enforce facility rules?</li> <li>• How do I effectively enter the water and approach a victim?</li> </ul>

“preventable” emergency situations.	
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>● Legal considerations based on situations in lifeguarding</li> <li>● Safety team expectations</li> <li>● Water entries and approaches</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain how to fulfill the responsibilities of a professional lifeguard.</li> <li>● I can define certain legal considerations and apply them to situations that might be encountered in lifeguarding.</li> <li>● I can explain what it means to work as part of a lifeguard and safety team.</li> <li>● I can justify the reasons for facility rules.</li> <li>● I can determine which entry and approach should be used based on the situation.</li> <li>● I can demonstrate proficiency in water entries and victim approaches.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>● ENTRIES: demonstrate proficiency by physically entering the water using the slide-in, compact, or stride jump entry.</li> <li>● APPROACHES: demonstrate proficiency by physically approaching a victim using the walking or swimming approach</li> </ul>	<ul style="list-style-type: none"> <li>● Students will regularly practice and receive feedback on skills demonstrations to ensure their readiness for the summative assessments</li> <li>● Activity Worksheet 1.1 - Reasons for the Rules</li> <li>● Chapter 1 Reading Questions</li> <li>● Chapter 2 Reading Questions</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
<b>Topic: Professional Lifeguard and Facility Safety</b>	<b>Estimated # of Lessons: 4</b>
<p>Relevant Learning Targets (from Stage 1) :</p> <ol style="list-style-type: none"> <li>1. I can explain how to fulfill the responsibilities of a professional lifeguard.</li> <li>2. I can define certain legal considerations and apply them to situations that might be encountered in lifeguarding.</li> <li>3. I can explain what it means to work as part of a lifeguard and safety team.</li> <li>4. I can justify the reasons for facility rules.</li> <li>5. I can determine which entry and approach should be used based on the situation.</li> <li>6. I can demonstrate proficiency in water entries and victim approaches.</li> </ol>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● Do I have the capacity needed to become a certified lifeguard?</li> <li>● How do I enforce facility rules?</li> <li>● How do I effectively enter the water and approach a victim?</li> </ul>

Learning Activities: *American Red Cross Lifeguarding Learning Instructor's Manual*, pages 63-84  
 NOTE: Learning Targets (LT) are in parentheses for each lesson.

- Lesson 1: Introduction to the Course (LT1)
- Lesson 2: The Professional Lifeguard (LT1)
- Lesson 3: Decision-Making (LT1)
- Lesson 4: Legal Considerations (LT 2)
- Lesson 5: Continuation of Training (LT 3)
- Lesson 6: Being Part of a Team (LT 3)
- Lesson 7: Facility Safety (LT4)
- Lesson 8: Weather Conditions (LT4)
- Lesson 9: Rules and Regulations (LT4)
- Lesson 10: Entries and Approaches (LT6)

**Course Name: Lifeguarding      Unit Title: Facility Safety, Patron Surveillance, and Injury Prevention**  
**Est. # of Lessons: 5**

Unit Overview: *In this unit, students will focus on the drowning process, behaviors of struggling swimmers, effective surveillance, and communication with patrons. Students will recognize and demonstrate the proper steps required to complete these tasks.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Lifeguarding is based on physical, emotional, and mental skills that require immense focus, practice, and commitment.</li> <li>● Upholding facility safety prevents</li> </ul>	<ul style="list-style-type: none"> <li>● Do I have the capacity needed to become a certified lifeguard?</li> <li>● How do I enforce facility rules?</li> <li>● How do I watch the pool (proper surveillance) when people are using it?</li> </ul>

<p>“preventable” emergency situations.</p> <ul style="list-style-type: none"> <li>● One’s personal decision to act in an emergency will impact the outcome of an emergency situation</li> <li>● Utilizing the knowledge and skills can help increase one’s chance of survival in an emergency situation</li> </ul>	
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Effective surveillance and victim recognition</li> <li>● Drowning process</li> <li>● Safety team expectations</li> <li>● Lifeguard rotations</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe the drowning process.</li> <li>● I can perform proper patron surveillance and lifeguard rotations.</li> <li>● I can identify victims in an aquatic setting.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p><b>SURVEILLANCE:</b> demonstrate proficiency in scanning, searching, recognizing victims, and rotating with fellow team members</p>	<p>Students will regularly practice and receive feedback on skills demonstrations to ensure their readiness for the summative assessments</p> <p>Activity Worksheet 2.1 - Zone Test Drills  Activity Worksheet 2.2 - Guarding Special Attractions  Chapter 3 Reading Questions  Chapter 4 Reading Questions</p>
<b>STAGE 3: LEARNING PLAN</b>	
<p>Topic: Facility Safety, Patron Surveillance and Injury prevention</p>	<p>Estimated # of Lessons: 4</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ol style="list-style-type: none"> <li>1. I can describe the drowning process.</li> <li>2. I can perform proper patron surveillance and lifeguard rotations.</li> <li>3. I can identify victims in an aquatic setting.</li> </ol>	<p>Relevant Essential Questions (from Stage 1)</p> <ul style="list-style-type: none"> <li>● Do I have the capacity needed to become a certified lifeguard?</li> <li>● How do I enforce facility rules?</li> <li>● How do I watch the pool (proper surveillance) when people are using it?</li> </ul>
<p>Learning Activities: American Red Cross Lifeguarding Learning Instructor’s Manual, pages 85-110.</p> <p>Lesson 1: Management and Facility Safety (LT 2)</p>	

- Lesson 2: The Drowning Process (LT 1)
- Lesson 3: Effective Surveillance - Victim Recognition (LT3)
- Lesson 4: Effective Surveillance - Scanning (LT 3)
- Lesson 5: Effective Surveillance - Zones of Surveillance Responsibility (LT3)
- Lesson 6: Lifeguard Testing and Zone Evaluations (LT3)
- Lesson 7: Injury Prevention Strategies (LT2, LT3)
- Lesson 8: Guarding a Variety of Activities (LT3)
- Lesson 9: Guarding Special Attractions (LT3)
- Lesson 10: In-Water Skill Session: Review Skills, Victim Recognition, and Lifeguard Rotations (LT3)

**Course Name: Lifeguarding    Unit Title: Injury Prevention and Rescue Skills: Part 1    Est. # of Lessons: 2**

Unit Overview: *In this unit, students will be introduced to Emergency Action Plans (EAPs) and basic rescue skills. Students will recognize and demonstrate the proper steps required to complete these tasks.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Lifeguarding is based on physical, emotional, and mental skills that require immense focus, practice, and commitment.</li> <li>● Upholding facility safety prevents “preventable” emergency situations.</li> <li>● One’s personal decision to act in an emergency will impact the outcome of an emergency situation</li> <li>● Utilizing the knowledge and skills can help</li> </ul>	<ul style="list-style-type: none"> <li>● How do I effectively rescue a victim at or near the surface of the water?</li> </ul>



increase one's chance of survival in an emergency situation	
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Strategies for guarding organized groups</li> <li>Behaviors of struggling swimmers</li> <li>The purpose and procedures of an Emergency Action Plan (EAP)</li> </ul>	<ol style="list-style-type: none"> <li>I can implement strategies for guarding organized groups.</li> <li>I can identify struggling swimmers</li> <li>I can implement an EAP.</li> <li>I can perform a rescue at or near the surface of the water.</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li><b>ASSISTS:</b> demonstrate proficiency in the reaching assist from the deck and the simple assist</li> <li><b>RESCUES AT OR NEAR THE SURFACE:</b> demonstrate proficiency in the active victim front rescue, active victim rear rescue, passive victim front rescue, passive victim rear rescue, and multiple-victim rescue.</li> </ul>	<ul style="list-style-type: none"> <li>Students will regularly practice and receive feedback on skills demonstrations to ensure their readiness for the summative assessments</li> <li>Activity Worksheet 3.1 - Strategies for a Safe Group Visit</li> <li>Activity Worksheet 3.2 - Emergency Action Plans</li> <li>Chapter 5 Reading Questions</li> <li>Chapter 6 Reading Questions</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
Injury Prevention and Rescue Skills: Part 1	Estimated # of Lessons: 2
Relevant Learning Targets (from Stage 1): <ol style="list-style-type: none"> <li>I can implement strategies for guarding organized groups.</li> <li>I can identify struggling swimmers</li> <li>I can implement an EAP.</li> <li>I can perform a rescue at or near the surface of the water.</li> </ol>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I effectively rescue a victim at or near the surface of the water?</li> </ul>
Learning Activities: <i>American Red Cross Lifeguarding Blended Learning Instructor's Manual</i> , pages 111-127 Lesson 1: Guarding for Organized Recreational Swim Groups (LT 1)	

Lesson 2: Emergency Action Plans (LT 3)  
 Lesson 3: Rescue Skills, Part 1 - Rescues at or near the surface (LT2, 4)  
 Lesson 4: In-Water Skill Session - Rescue Skills, Part 1 - Rescues at or near the surface (LT 2, 4)

**Course Name: Lifeguarding    Unit Title: Rescue Skills: Part 2    Est. # of Lessons: 2**

Unit Overview: *In this unit, students will focus on the skills utilized to recognize and help submerged victims. Students will recognize and demonstrate the proper steps required to complete these tasks.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Lifeguarding is based on physical, emotional, and mental skills that require immense focus, practice, and commitment.</li> <li>● Upholding facility safety prevents “preventable” emergency situations.</li> <li>● One’s personal decision to act in an emergency will impact the outcome of an emergency situation.</li> <li>● Utilizing the knowledge and skills can help increase one’s chance of survival in an emergency situation.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I safely and effectively rescue a submerged victim from the water?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
	<ol style="list-style-type: none"> <li>1. I can demonstrate how to safely and</li> </ol>

<ul style="list-style-type: none"> <li>• Proper patron surveillance</li> <li>• Behaviors of struggling swimmers</li> </ul>	<p>effectively rescue a submerged victim in shallow or deep water.</p> <ol style="list-style-type: none"> <li>2. I can demonstrate how to safely and effectively perform surface dives.</li> <li>3. I can demonstrate how to safely and effectively extricate passive victims from the water.</li> <li>4. I can demonstrate how to put on gloves in a wet environment.</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>• PUTTING ON GLOVES WITH WET HANDS: demonstrate proficiency in putting on disposable gloves while having wet hands.</li> <li>• SUBMERGED VICTIMS: demonstrate proficiency in the passive victim in shallow water and deep water.</li> <li>• SURFACE DIVES: demonstrate proficiency in the feet-first and head-first surface dives.</li> <li>• EXTRICATIONS FROM WATER USING A BACKBOARD: demonstrate proficiency at the pool edge, zero-depth entry, at the steps, and at steep steps and/or moving water attractions</li> </ul>	<ul style="list-style-type: none"> <li>• Students will regularly practice and receive feedback on skills demonstrations to ensure their readiness for water skills summative assessments</li> </ul>

**STAGE 3: LEARNING PLAN**

Topic: Rescue Skill: Part 2	Estimated # of Lessons: 2
<p>Relevant Learning Targets (from Stage 1) :</p> <ol style="list-style-type: none"> <li>1. I can demonstrate how to safely and effectively rescue a submerged victim in shallow or deep water.</li> <li>2. I can demonstrate how to safely and effectively perform surface dives.</li> <li>3. I can demonstrate how to safely and effectively extricate passive victims from the water.</li> <li>4. I can demonstrate how to put on gloves in a wet environment.</li> </ol>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• How do I safely and effectively rescue a submerged victim from the water?</li> </ul>

Learning Activities: American Red Cross Lifeguarding Blended Learning Instructor’s Manual pages 129-142.

Lesson 1: Surveillance Activity 1 (review of the previous unit)  
 Lesson 2: Rescue Skills, Part 2: Submerged Victim Rescues (LT 1, 2, 3)  
 Lesson 3: In-Water Skill Session: Rescue skills: part 2 (LT 1, 2, 3, 4)

**Course Name: Lifeguarding      Unit Title: Before Providing Care, Victim Assessment and Breathing Emergencies**  
**Est. # of Lessons: 3**

Unit Overview: *In this unit, students will learn how to identify an emergency and their role in getting victims the help they need while keeping themselves safe. Students will practice interview skills to help determine what appropriate moves might be needed given hypothetical situations.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</li> </ul> <p><b>National Health Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</li> <li>● <b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● One's personal decision to act in an emergency will impact the outcome of an emergency situation.</li> <li>● Utilizing the knowledge and skills can help increase one's chance of survival in an emergency situation.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I perform a primary assessment?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Standard precautions</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify and demonstrate how to reduce the risk of disease transmission when giving</li> </ul>

<ul style="list-style-type: none"> <li>● General procedures for an emergency on land</li> <li>● General procedures for breathing emergencies</li> </ul>	<p>care.</p> <ul style="list-style-type: none"> <li>● I can demonstrate proper procedures for emergencies on land.</li> <li>● I can demonstrate how to perform a primary assessment.</li> <li>● I can identify victims of a breathing emergency.</li> <li>● I can demonstrate proper procedures for caring for breathing emergencies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>● <b>REMOVING DISPOSABLE GLOVES:</b> demonstrate proficiency in removing disposable gloves</li> <li>● <b>PRIMARY ASSESSMENT:</b> demonstrate proficiency in performing for an adult, infant, or child.</li> <li>● <b>RECOVERY POSITIONS:</b> demonstrate proficiency in placing an adult and infant victim in the proper recovery position.</li> <li>● <b>RESUSCITATION MASK:</b> Demonstrate proficiency in the head-tilt/chin-lift technique and jaw-thrust maneuvers.</li> <li>● <b>VENTILATIONS:</b> demonstrate proficiency in using a bag-valve-mask resuscitator</li> <li>● <b>AIRWAY OBSTRUCTION:</b> demonstrate proficiency in helping a conscious choking adult, child, and infant.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will regularly practice and receive feedback on skills demonstrations to ensure their readiness for the summative assessments</li> <li>● Chapter 7 Reading Questions</li> <li>● Chapter 8 Reading Questions</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
<b>Topic: Before Providing Care, Victim Assessment and Breathing Emergencies</b>	<b>Estimated # of Lessons: 3</b>
<p>Relevant Learning Targets (from Stage 1) :</p> <ol style="list-style-type: none"> <li>1. I can identify and demonstrate how to reduce the risk of disease transmission when giving care.</li> <li>2. I can demonstrate proper procedures for emergencies on land.</li> <li>3. I can demonstrate how to perform a primary assessment.</li> <li>4. I can identify victims of a breathing emergency.</li> <li>5. I can demonstrate proper procedures for</li> </ol>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● How do I perform a primary assessment?</li> </ul>

caring for breathing emergencies.	
<p>Learning Activities: American Red Cross Lifeguarding Blended Learning Instructor’s Manual pages 143-168</p> <p>Lesson 1: Standard Precautions (LT1)  Lesson 2: General Procedures for an On Land Emergency (LT2)  Lesson 3: Performing a Primary Assessment (LT3)  Lesson 4: Moving a victim (LT2)  Lesson 5: Recognizing and Caring for breathing emergencies (LT4)  Lesson 6: Giving Ventilations (LT5)  Lesson 7: Giving Ventilations using a Bag Valve Mask (LT5)  Lesson 8: Airway Obstruction (LT5)  Lesson 9: In-Water Skill Session: Rescue, Extrication, Primary Assessment, and BVM (LT1, LT3, LT4, and LT5)</p>	

<b>Course Name: Lifeguarding</b>	<b>Unit Title: Cardiac Emergencies and Using an Automated External Defibrillator</b>
	<b>Est. # of Lessons: 6</b>

Unit Overview: *In this unit, students will be introduced to cardiac emergencies. They will learn how to identify and care for cardiac emergencies. Students will recognize and demonstrate the proper steps required to complete these tasks.*

<b>STAGE 1: DESIRED RESULTS</b>	
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Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</li> </ul> <p><b>National Health Education Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention.</li> <li>● <b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</li> <li>● <b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>

<p>enhance health.</p> <ul style="list-style-type: none"> <li>● <b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> </ul>	
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● One’s personal decision to act in an emergency will impact the outcome of an emergency situation</li> <li>● Utilizing the knowledge and skills can help increase one’s chance of survival in an emergency situation</li> <li>● When a person is having a heart attack or in cardiac arrest, every second counts.</li> </ul>	<ul style="list-style-type: none"> <li>● What are the typical signs that someone is having a heart attack? What else might I need to consider?</li> <li>● When and how do I use an AED?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Signs and symptoms of heart attack versus cardiac arrest</li> <li>● Adult and Pediatric Chain of Survival</li> <li>● Role of CPR in cardiac arrest</li> <li>● Use and purpose of an AED</li> </ul>	<ol style="list-style-type: none"> <li>1. I can recognize and care for a cardiac emergency victim.</li> <li>2. I can demonstrate 1 rescuer and 2 rescuer CPR for adults, children, and infants in cardiac arrest.</li> <li>3. I can demonstrate how to use an AED to care for an adult, child, and infant in cardiac arrest.</li> </ol>
<p><b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b></p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<ul style="list-style-type: none"> <li>● CPR: demonstrate proficiency in performing (single and two-rescuer) on an adult, child, and infant. Demonstrate proficiency when performing with</li> <li>● AED: demonstrate proficiency in using on an adult, child, and infant.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will regularly practice and receive feedback on skills demonstrations to ensure their readiness for the summative assessments</li> <li>● Activity Worksheet 6.1 - Using an AED in unique situations: Fact or Fiction</li> <li>● Chapter 9 Reading Questions</li> </ul>
<p><b>STAGE 3: LEARNING PLAN</b></p>	
<p>Topic: Cardiac Emergencies and Using an Automated External Defibrillator</p>	<p>Estimated # of Lessons: 6</p>
<p>Relevant Learning Targets (from Stage 1) :</p>	<p>Relevant Essential Questions (from Stage 1):</p>

<ol style="list-style-type: none"> <li>1. I can recognize and care for a cardiac emergency victim.</li> <li>2. I can demonstrate 1 rescuer and 2 rescuer CPR for adults, children, and infants in cardiac arrest.</li> <li>3. I can demonstrate how to use an AED to care for an adult, child, and infant in cardiac arrest.</li> </ol>	<ul style="list-style-type: none"> <li>● What are the typical signs that someone is having a heart attack? What else might I need to consider?</li> <li>● When and how do I use an AED?</li> </ul>
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Learning Activities: American Red Cross Lifeguarding Blended Learning Instructor’s Manual pgs. 169-194

Lesson 1: Recognizing and Caring for a Heart Attack (LT 1)  
Lesson 2: Cardiac Arrest (LT 1)  
Lesson 3: CPR (LT 2)  
Lesson 4: Two-Person Rescuer CPR- Adult and Child (LT 1)  
Lesson 5: When the Heart Stops (LT 1)  
Lesson 6: Using an AED (LT 3)  
Lesson 7: AED Precautions and AED Maintenance (LT 1, LT 3)  
Lesson 8: CPR with Airway Obstruction (LT1)  
Lesson 9: Putting it all together: Multiple Rescuer Response (LT 1,2,3)

<b>Course Name: Lifeguarding</b>	<b>Unit Title: First Aid</b>	<b>Est. # of Lessons: 5</b>
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Unit Overview: *In this unit, students will learn how to recognize and care for first aid emergencies. Students will practice first aid skills to help determine the appropriate care that might be needed in hypothetical first aid scenarios.*

<b>STAGE 1: DESIRED RESULTS</b>
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Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</li> </ul> <p><b>National Health Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease</li> <li>● <b>Standard 5:</b> Students will demonstrate the</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Responsible Citizenship:</b> Advocate on a given issue to diffuse a potentially dangerous</li> </ul>



<p>ability to use decision-making skills to enhance health.</p> <ul style="list-style-type: none"> <li>● <b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> </ul>	<p>situation and/or determine an appropriate solution for self and others..</p>
<b>Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● One's personal decision to act in an emergency will impact the outcome of an emergency situation.</li> <li>● Utilizing the knowledge and skills can help increase one's chance of survival in an emergency situation.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I handle emergency situations?</li> <li>● How do I care for an injured or ill person until rescue personnel arrive?</li> <li>● How do I escape from a victim when things don't go as practiced?</li> </ul>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>● Secondary assessment procedure</li> <li>● Signs, symptoms, and care steps for sudden illness, injuries, shock, poisoning, heat-related illness</li> <li>● Signs, symptoms, and care steps for head, neck, and spinal injuries on land and in the water</li> <li>● What to do when things don't go as practiced</li> </ul>	<ol style="list-style-type: none"> <li>1. I can demonstrate how to perform a secondary assessment.</li> <li>2. I can demonstrate the proper care steps for sudden illness, injuries, shock, poisoning, heat-related illness, head, neck, and spinal injuries on land and in water.</li> <li>3. I can demonstrate how to escape when things don't go as practiced in the water.</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>● <b>SECONDARY ASSESSMENT:</b> demonstrate proficiency through SAMPLE while checking a responsive victim.</li> <li>● <b>CONTROLLING EXTERNAL BLEEDING:</b> demonstrate proficiency to control the bleeding</li> <li>● <b>WHEN THINGS DON'T GO AS PRACTICED:</b> demonstrate the front and rear head hold escapes.</li> <li>● <b>IN-WATER VENTILATIONS:</b> demonstrate proficiency in providing in-water ventilations.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will regularly practice and receive feedback on skills demonstrations to ensure their readiness for the summative assessments.</li> <li>● Chapter 10 Reading Questions</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
Topic: First Aid	Estimated # of Lessons: 5

<p>Relevant Learning Targets (from Stage 1) :</p> <ol style="list-style-type: none"> <li>1. I can demonstrate how to perform a secondary assessment.</li> <li>2. I can demonstrate the proper care steps for sudden illness, injuries, shock, poisoning, heat-related illness, head, neck, and spinal injuries on land and in water.</li> <li>3. I can demonstrate how to escape when things don't go as practiced in the water.</li> </ol>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• How do I handle emergency situations?</li> <li>• How do I care for an injured or ill person until rescue personnel arrives?</li> <li>• How do I escape from a victim when things don't go as practiced?</li> </ul>
<p>Learning Activities: American Red Cross Lifeguarding Blended Learning Instructor's Manual pages 195-218</p> <p>Lesson 1: Secondary Assessment (LT 1)  Lesson 2: Sudden Illnesses (LT 2)  Lesson 3: Responding to Injuries (LT 2)  Lesson 4: Putting it all together - First Aid Scenarios (LT 1, 2)  Lesson 5: Caring for Head, Neck, and Spinal Injuries on Land (LT 2)  Lesson 6: When Things don't go as Practiced (LT 3)</p>	

<p><b>Course Name: Lifeguarding      Unit Title: Head, Neck and Spinal Injuries in the Water</b>  <b>Est. # of Lessons: 4</b></p>	
<p>Unit Overview: <i>In this unit, students will focus on the skills utilized to recognize and help head, neck, and spinal injury victims in the water. Students will recognize and demonstrate the proper steps for inline stabilization and extrication from the water.</i></p>	
<p><b>STAGE 1: DESIRED RESULTS</b></p>	
<p>Established Goals</p>	<p>Transfer Goals</p>
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>• <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>• <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>• <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>• Lifeguarding is based on physical,</li> </ul>	<ul style="list-style-type: none"> <li>• How do I safely and effectively care for</li> </ul>

<p>emotional, and mental skills that require immense focus, practice, and commitment.</p> <ul style="list-style-type: none"> <li>• Upholding facility safety prevents “preventable” emergency situations.</li> <li>• One’s personal decision to act in an emergency will impact the outcome of an emergency situation</li> <li>• Utilizing the knowledge and skills can help increase one’s chance of survival in an emergency situation</li> </ul>	<p>someone with a head, neck, and spinal injury victim in the water?</p>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>• Care steps for a suspected head, neck, and spinal injury victim</li> </ul>	<ol style="list-style-type: none"> <li>1. I can demonstrate the proper care steps for a head, neck, and spinal injury.</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>• IN-LINE STABILIZATION: IN-WATER: Demonstrate proficiency in face-up and face-down victims at or near the surface and submerged victims.</li> <li>• SPINAL BACKBOARDING EXTRICATION FROM WATER: Demonstrate proficiency in the spinal backboard procedure with high edges and speed slides.</li> <li>• FINAL EXAMS FOR CERTIFICATION: <ul style="list-style-type: none"> <li>○ Written assessment</li> <li>○ Physical skills demonstration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will regularly practice and receive feedback on skills demonstrations to ensure their readiness for the summative assessments.</li> <li>• Chapter 11 Reading Questions</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
Head, Neck, and Spinal Injuries in the Water	Estimated # of Lessons: 4
<p>Relevant Learning Targets (from Stage 1) :</p> <ol style="list-style-type: none"> <li>1. I can demonstrate the proper care steps for a head, neck, and spinal injury.</li> </ol>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• How do I safely and effectively care for someone with a head, neck, and spinal injury victim in the water?</li> </ul>
<p>Learning Activities: <i>American Red Cross Lifeguarding Blended Learning Instructor’s Manual</i>, pages 219 - 232</p> <p>Lesson 1: Caring for Head, Neck, and Spinal Injuries in the Water (LT 1)  Lesson 2: In-Water Skill Session: Head, Neck, and Spinal Injuries (LT1)</p>	

Unit Overview: *In this unit, students will be able to follow the choreographed moves and perform a variety of dances incorporated within movies.*

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● The way you work with your classmates impacts the quality of your connections and your success.</li> <li>● Learning a choreographed set of sequences is both part personal preference and strategic choices.</li> <li>● Dance is influenced by one’s culture, environment, and time.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● What was challenging for me? The group?</li> <li>● What’s my strategy for learning this dance? How am I getting better? When is it ready for performance?</li> <li>● How did I contribute to the group’s success?</li> <li>● How does this dance reflect the culture and time in which the movie was based on?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Dance has numerous physical,</li> </ul>	<ul style="list-style-type: none"> <li>● I can work effectively with a group.</li> </ul>

<p>social-emotional, and mental wellness benefits .</p> <ul style="list-style-type: none"> <li>● Connection between cultural context and the movie</li> </ul>	<ul style="list-style-type: none"> <li>● I can perform a dance based on a movie clip.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>● Dance performance: select one of the choreographed dances in the movies and perform it. Students select which one to perform and they have an opportunity to rehearse.</li> </ul>	<ul style="list-style-type: none"> <li>● Self and peer assessment on each of the movie dances</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Dance Culture and Movies	Estimated # of Lessons: 8
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can work effectively with a group.</li> <li>● I can perform a dance based on a movie clip.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What was challenging for me? The group?</li> <li>● What's my strategy for learning this dance? How am I getting better? When is it ready for performance?</li> <li>● How did I contribute to the group's success?</li> <li>● How does this dance reflect the culture and time in which the movie was based on?</li> </ul>
<p>Learning Activities: Targeted Movies: (depends on how many movie clips you want to use for how many lessons needed)</p> <ul style="list-style-type: none"> <li>● Research cultural dances through movies</li> <li>● Identify dance movement routine and learn how to perform it</li> <li>● Perform dance movement routine</li> <li>● Complete peer/self assessment</li> </ul>	

**Course Name: Lifetime Fitness: Just Dance Unit Title: Dancing through the Decades Est. # of Lessons: 10**

Unit Overview: *In this unit, students will be introduced to a variety of dance styles and research how they have evolved through the decades.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
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<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● The way you work with your classmates impacts the quality of your connections and your success.</li> <li>● Dance is a form of cultural expression that provides an escape or a window into what a group of people are experiencing.</li> </ul>	<ul style="list-style-type: none"> <li>● What was challenging for me? The group?</li> <li>● How did I contribute to the group's success?</li> <li>● How does culture and environment influence dance?</li> <li>● How does this dance style reflect the culture and time in the United States?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Dance has numerous physical, social-emotional, and mental wellness benefits .</li> <li>● Dance has many styles that are represented by an era.</li> </ul>	<ul style="list-style-type: none"> <li>● I can work effectively with a group.</li> <li>● I can perform a dance.</li> <li>● I can identify and learn how to do dance choreography from a variety of decades in America.</li> </ul>
<p><b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b></p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<ul style="list-style-type: none"> <li>● Dance Performance of decade. Students select which decade dance to perform and then have the opportunity to rehearse.</li> </ul>	<ul style="list-style-type: none"> <li>● Peer and self assessment</li> </ul>

STAGE 3: LEARNING PLAN	
First Topic: Overview of decades and dancing	Estimated # of Lessons: 10
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>• I can work effectively with a group.</li> <li>• I can perform a dance.</li> <li>• I can analyze a variety of dances.</li> <li>• I can identify dances from each era in America</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• What was challenging for me? The group?</li> <li>• How did I contribute to the group's success?</li> <li>• How does culture and environment influence dance?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Research specific decades and the major dances.</li> <li>• Create dance movement routine based on a specific decade</li> <li>• Perform dance movement routine</li> <li>• Complete peer/self assessment</li> </ul>	

Course Name: Lifetime Fitness and Dance Unit Title: Dancing Trends Est. # of Lessons: 10	
Unit Overview: <i>In this unit, students will be able to investigate and perform the current dancing trends.</i>	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>• <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>• <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>• <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>• <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>• <b>Standard 5:</b> The physically literate individual recognizes the value of physical</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li>• <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>• <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> </ul>

activity for health, enjoyment, challenge, self-expression and/or social interaction.	
<b>Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>The way you work with your classmates impacts the quality of your connections and your success.</li> <li>Dancing is a way of connecting with one another.</li> </ul>	<ul style="list-style-type: none"> <li>What was challenging for me? The group?</li> <li>How did I contribute to the group's success?</li> <li>How do current dance moves give a window into teenage life?</li> </ul>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>Dance has numerous physical, social-emotional, and mental wellness benefits.</li> </ul>	<ul style="list-style-type: none"> <li>I can work effectively with a group.</li> <li>I can identify and perform a dance based on current social media trends.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>Modern day dance performance based on a social media trend (learning choreography)</li> </ul>	<ul style="list-style-type: none"> <li>Peer and self assessment</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Modern Day Dance	Estimated # of Lessons: 10
Relevant Learning Targets (from Stage 1): <ul style="list-style-type: none"> <li>I can work effectively with a group.</li> <li>I can perform a dance.</li> <li>I can identify modern day dance moves.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>What was challenging for me? The group?</li> <li>How did I contribute to the group's success?</li> <li>How do current dance moves give a window into teenage life?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Research current and modern day dances.</li> <li>Create dance movement routine based on a specific dance</li> <li>Perform dance movement routine</li> <li>Complete peer/self assessment</li> </ul>	

**Course Name: Lifetime Fitness and Dance      Unit Title: Final Project      Est. # of Lessons: 8**

*Unit Overview: In this unit, students will utilize the prior unit knowledge to create a movement routine to perform with peers as a final, summative assessment.*



STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● The way you work with your classmates impacts the quality of your connections and your success.</li> <li>● Dancing is a way of connecting with one another.</li> </ul>	<ul style="list-style-type: none"> <li>● What was challenging for me? The group?</li> <li>● How did I contribute to the group's success?</li> <li>● What am I trying to express with the dance I selected? How did I do in communicating that?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Dance has numerous physical, social-emotional, and mental wellness benefits.</li> <li>● Dance is self expression</li> </ul>	<ul style="list-style-type: none"> <li>● I can work effectively with a group.</li> <li>● I can identify and perform a dance.</li> <li>● (IF APPROPRIATE) I can choreograph a dance.</li> </ul>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment

<p>Final Performance: Revisit the first three units and identify what style you want to replicate to inspire one last choreographed dance. For example, you can identify a new movie, a new decade with a related style, or a new social media trend that was not covered in the units.</p>	<ul style="list-style-type: none"> <li>● NOT APPLICABLE</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
<p>First Topic: Dancing With the Stars Project</p>	<p>Estimated # of Lessons: 8</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can work effectively with a group.</li> <li>● I can identify and perform a dance.</li> <li>● (IF APPROPRIATE) I can choreograph a dance.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What was challenging for me? The group?</li> <li>● How did I contribute to the group's success?</li> </ul>
<p>Learning Activities: Students work in teams to identify, practice and rehearse for final performance.</p>	

Course Name: Recreational Sports

Unit Title: Tennis

Est. # of Lessons: 4-5

Unit Overview: *In this unit, students will cooperatively play tennis with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.*

STAGE 1: DESIRED RESULTS

Established Goals

Transfer Goals

**National Physical Education Standards**

**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 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**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.

- **Communication:** Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.
- **Critical Thinking:** Develop skills, knowledge, and concepts through practice and analysis of results.
- **Self-Direction:** Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.
- **Responsible Citizenship:** Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.
- **Self Direction:** Demonstrates improved physical performance in skills and movement patterns.

Understandings

Essential Questions

- Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.
- Engaging in sports and physical activity impacts the way we interact with others and see ourselves.
- The effective use of strategies, tactics, and collaboration with peers improves the

- What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?
- How does collaboration and communication help impact a team's success?
- What am I focusing on right now and how can I get better at this?
- How do I engage in this activity safely?

likelihood of success in athletic settings.	
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Rules of gameplay associated with tennis</li> <li>Safety procedures and proper safety precautions</li> <li>Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can perform the basic skills within the game.</li> <li>I can understand and can follow the proper rules and safety precautions of the game.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li><a href="#">Teacher observation</a> of proper gameplay, sportsmanship &amp; physical education protocols</li> <li><a href="#">Quiz</a> on key terms, rules, skills, and scenarios</li> </ul>	<a href="#">Self assessment</a> on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques to play tennis.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>

Learning Activities:

- King of the Court
- Doubles
- Rally Competitions
- Serving
- Pre assessment on rules, safety, and gameplay

Course Name: Recreational Sports

Unit Title: Pickleball

Est. # of Lessons: 5

Unit Overview: *In this unit, students will cooperatively play Pickleball with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.*

STAGE 1: DESIRED RESULTS

Established Goals

Transfer Goals

**National Physical Education Standards**

- **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 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **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.

- **Communication:** Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.
- **Critical Thinking:** Develop skills, knowledge, and concepts through practice and analysis of results.
- **Self-Direction:** Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.
- **Responsible Citizenship:** Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.
- **Self Direction:** Demonstrates improved physical performance in skills and movement patterns.

Understandings

Essential Questions

<ul style="list-style-type: none"> <li>• Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>• Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>• The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>• What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>• How does collaboration and communication help impact a team's success?</li> <li>• What am I focusing on right now and how can I get better at this?</li> <li>• How do I engage in this activity safely?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>• Rules of gameplay associated with Pickleball</li> <li>• Safety procedures and proper safety precautions</li> <li>• Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>• I can effectively cooperate with my peers.</li> <li>• I can participate and contribute within the gameplay.</li> <li>• I can perform the basic skills within the game.</li> <li>• I can understand and can follow the proper rules and safety precautions of the game.</li> <li>• I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>• Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>• Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>• I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Skill Practice</li> <li>• Pre competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4

<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can execute the various skills and techniques to play Pickleball.</li> <li>● I can demonstrate offensive and defensive strategies.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Students will engage in gameplay using proper rules.</li> <li>● Students will engage in gameplay using strategies and teamwork.</li> </ul>	

<b>Course Name: Recreational Sports</b>	<b>Unit Title: Badminton</b>	<b>Est. # of Lessons: 4-5</b>
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Unit Overview: *In this unit, students will master the skills, rules, strategies, and gameplay of Badminton. Students will cooperatively play Badminton with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.*

<b>STAGE 1: DESIRED RESULTS</b>
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Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>

activity for health, enjoyment, challenge, self-expression and/or social interaction.	
<b>Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>• Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>• The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>• What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>• How does collaboration and communication help impact a team's success?</li> <li>• What am I focusing on right now and how can I get better at this?</li> <li>• How do I engage in this activity safely?</li> </ul>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>• Rules of gameplay associated with Badminton</li> <li>• Safety procedures and proper safety precautions</li> <li>• Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>• I can effectively cooperate with my peers.</li> <li>• I can participate and contribute within the gameplay.</li> <li>• I can perform the basic skills within the game.</li> <li>• I can understand and can follow the proper rules and safety precautions of the game.</li> <li>• I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>• Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>• Quiz on key terms, rules, skills, and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Self assessment on relevant learning targets.</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules, safety, and basic skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1): <ul style="list-style-type: none"> <li>• I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• How do I engage in this activity safely?</li> </ul>



Learning Activities: <ul style="list-style-type: none"> <li>● Skill Practice</li> <li>● Pre-competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets: <ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can execute the various skills and techniques to play Pickleball</li> <li>● I can demonstrate offensive and defensive strategies</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>● Students will engage in gameplay using proper rules.</li> <li>● Students will engage in gameplay using strategies and teamwork.</li> <li>● Post-Assessment on rules, safety, and gameplay</li> </ul>	

<b>Course Name: Recreational Sports</b>		<b>Unit Title: Table Tennis</b>	<b>Est. # of Lessons: 5</b>
Unit Overview: <i>In this unit, students will master the skills, rules, strategies, and gameplay of table tennis. Students will cooperatively play Table Tennis with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.</i>			
<b>STAGE 1: DESIRED RESULTS</b>			
Established Goals		Transfer Goals	
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team</li> </ul>	

<p>enhancing level of physical activity and fitness.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<p>building, sportsmanship, and compassionate and candid conversations.</p> <ul style="list-style-type: none"> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can I use individually and as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Rules of gameplay associated with Table Tennis</li> <li>● Safety procedures and proper safety precautions</li> <li>● Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can perform the basic skills within the game.</li> <li>● I can understand and can follow the proper rules and safety precautions of the game.</li> <li>● I can demonstrate offensive and defensive strategies.</li> </ul>
<p>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<ul style="list-style-type: none"> <li>● Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>● Quiz on key terms, rules, skills, and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Self assessment on relevant learning targets.</li> </ul>
<p>STAGE 3: LEARNING PLAN</p>	

First Topic: Rules, safety, and basic skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1): <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I get the ball to go where I want it to go?</li> <li>How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre-competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques to play Table Tennis.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>How do I get the ball to go where I want it to go?</li> <li>What offensive and defensive strategies can we use as a team and individually? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Doubles Table Tennis</li> <li>Singles Table Tennis</li> <li>King of the Court</li> <li>Alternating shot doubles</li> <li>Rally Challenge</li> <li>Post assessment rules, safety, gameplay</li> </ul>	

<b>Course Name: Recreational Sports</b>		<b>Unit Title: Volleyball</b>		<b>Est. # of Lessons: 5</b>	
Unit Overview: <i>In this unit, students will cooperatively play Volleyball with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.</i>					
<b>STAGE 1: DESIRED RESULTS</b>					
Established Goals			Transfer Goals		

<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Rules of gameplay associated with Volleyball</li> <li>● Safety procedures and proper safety precautions</li> <li>● Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can perform the basic skills within the game.</li> <li>● I can understand and can follow the proper rules and safety precautions of the game.</li> <li>● I can demonstrate offensive and defensive strategies</li> </ul>

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
STAGE 3: LEARNING PLAN	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1): <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre competition rules assessment</li> </ul>	
YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques to play Volleyball</li> <li>I can demonstrate offensive and defensive strategies</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Students will engage in gameplay using proper rules.</li> <li>Students will engage in gameplay using strategies and teamwork.</li> </ul>	

Course Name: Team Sports	Unit Title: Ultimate Frisbee	Est. # of Lessons: 5
Unit Overview: <i>In this unit, students will cooperatively play Ultimate Frisbee with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.</i>		

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>● Rules of gameplay associated with Ultimate Frisbee</li> <li>● Safety procedures and proper safety precautions</li> </ul>	<ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can perform the basic skills within the game.</li> </ul>

<ul style="list-style-type: none"> <li>Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>I can understand and can follow the proper rules and safety precautions of the game.</li> <li>I can demonstrate offensive and defensive strategies</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques to play Ultimate Frisbee</li> <li>I can demonstrate offensive and defensive strategies</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Students will engage in gameplay using proper rules.</li> <li>Students will engage in gameplay using strategies and teamwork.</li> </ul>	

Course Name: Team Sports

Unit Title: Basketball

Est. # of Lessons: 5

Unit Overview: *In this unit, students will cooperatively play Basketball with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.*

STAGE 1: DESIRED RESULTS

Established Goals

Transfer Goals

**National Physical Education Standards**

- **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 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **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.

- **Communication:** Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.
- **Critical Thinking:** Develop skills, knowledge, and concepts through practice and analysis of results.
- **Self-Direction:** Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.
- **Responsible Citizenship:** Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.
- **Self Direction:** Demonstrates improved physical performance in skills and movement patterns.

Understandings

Essential Questions

- Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.
- Engaging in sports and physical activity impacts the way we interact with others and see ourselves.
- The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.

- What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?
- How does collaboration and communication help impact a team's success?
- What am I focusing on right now and how can I get better at this?
- How do I engage in this activity safely?



Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Rules of gameplay associated with Basketball</li> <li>Safety procedures and proper safety precautions</li> <li>Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can perform the basic skills within the game.</li> <li>I can understand and can follow the proper rules and safety precautions of the game.</li> <li>I can demonstrate offensive and defensive strategies</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets.
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre competition rules assessment</li> </ul>	
<b>YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT</b>	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques to play Basketball</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>

Learning Activities:

- Students will engage in gameplay using proper rules.
- Students will engage in gameplay using strategies and teamwork.

Course Name: Team Sports

Unit Title: Touch Football

Est. # of Lessons: 5

Unit Overview: *In this unit, students will cooperatively play touch football with their peers following appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.*

STAGE 1: DESIRED RESULTS

Established Goals

Transfer Goals

**National Physical Education Standards**

- **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 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **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.

- **Communication:** Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.
- **Critical Thinking:** Develop skills, knowledge, and concepts through practice and analysis of results.
- **Self-Direction:** Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.
- **Responsible Citizenship:** Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.
- **Self Direction:** Demonstrates improved physical performance in skills and movement patterns.

Understandings

Essential Questions

- Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to

- What offensive and defensive strategies can we use as a team? How are they working? And

<p>improve performance.</p> <ul style="list-style-type: none"> <li>Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<p>what adjustments need to be made?</p> <ul style="list-style-type: none"> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> <li>How do I engage in this activity safely?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Rules of gameplay associated with indoor 4 down football</li> <li>Safety procedures and proper safety precautions</li> <li>Basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can perform the basic skills within the game.</li> <li>I can adhere to the proper rules and safety precautions of the game.</li> <li>I can execute the various skills and techniques to play touch football.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4

<p>Relevant Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can execute the various skills and techniques to play touch football.</li> <li>● I can demonstrate offensive and defensive strategies.</li> </ul>	<p>Relevant Essential Questions:</p> <ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Students will engage in gameplay using proper rules.</li> <li>● Students will engage in gameplay using strategies and teamwork.</li> </ul>	

<b>Course Name: Recreational Sports</b>	<b>Unit Title: Speedball</b>	<b>Est. # of Lessons: 5</b>
<p>Unit Overview: <i>In this unit, students will cooperatively play Speedball with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.</i></p>		
<b>STAGE 1: DESIRED RESULTS</b>		
<b>Established Goals</b>	<b>Transfer Goals</b>	
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>	

activity for health, enjoyment, challenge, self-expression and/or social interaction.	
<b>Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>• Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>• The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>• What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>• How does collaboration and communication help impact a team's success?</li> <li>• What am I focusing on right now and how can I get better at this?</li> <li>• How do I engage in this activity safely?</li> </ul>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>• Rules of gameplay associated with speedball</li> <li>• Safety procedures and proper safety precautions</li> <li>• Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>• I can effectively cooperate with my peers.</li> <li>• I can participate and contribute within the gameplay.</li> <li>• I can perform the basic skills within the game.</li> <li>• I can understand and can follow the proper rules and safety precautions of the game.</li> <li>• I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>• Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>• Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>• I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Skill Practice</li> <li>• Pre competition rules assessment</li> </ul>	

Second Topic: Gameplay	Estimated # of Lessons: 4
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can effectively cooperate with my peers.</li> <li>• I can participate and contribute within the gameplay.</li> <li>• I can execute the various skills and techniques to play Speedball.</li> <li>• I can demonstrate offensive and defensive strategies.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>• How does collaboration and communication help impact a team's success?</li> <li>• What am I focusing on right now and how can I get better at this?</li> </ul>
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• Students will engage in gameplay using proper rules.</li> <li>• Students will engage in gameplay using strategies and teamwork.</li> </ul>	

<b>Course Name: Recreational Sports      Unit Title: Archery      Est. # of Lessons: 5</b>	
Unit Overview: <i>In this unit, students will be introduced to the basic skills necessary to participate successfully in an archery setting.</i>	
<b>STAGE 1: DESIRED RESULTS</b>	
Established Goals	Transfer Goals
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>• <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>• <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>• <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>• <b>Standard 4:</b> The physically literate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>• <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>• <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>• <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> </ul>

<p>individual exhibits responsible personal and social behavior that respects self and others.</p> <ul style="list-style-type: none"> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
<b>Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I get the arrow to go where I want it to go?</li> <li>● What strategies can I use to be successful? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>● Rules of gameplay associated with Archery</li> <li>● Safety procedures and proper safety precautions</li> <li>● Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can perform the basic skills within the sport.</li> <li>● I can understand and can follow the proper rules and safety precautions of the sport.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>● Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>● Quiz on key terms, rules, skills, and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Self assessment on relevant learning targets.</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Basic rules, safety, and gameplay	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) :	Relevant Essential Questions (from Stage 1):

<ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the sport.</li> </ul>	<ul style="list-style-type: none"> <li>How do I get the arrow to go where I want it to go?</li> <li>How do I engage in this sport safely?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre-play rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques within the art of archery.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>How do I get the arrow to go where I want it to go?</li> <li>What strategies can I use to effectively be successful? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact an individual's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Archery Bingo</li> <li>Archery Tic Tac Toe</li> <li>Archery Baseball</li> <li>Nerf</li> <li>Target Practice for points</li> <li>Post assessment on rules, safety, and gameplay</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>Field Trip: Navy Base (Laser Tag)</li> </ul>	

Course Name: <b>Recreational Sports</b>		Unit Title: <b>Project Adventure</b>		Est. # of Lessons: <b>4-5</b>	
<p>Unit Overview: <i>Students will move, laugh, play, and engage in team initiatives thinking creatively to solve problems. Students will have the opportunity to challenge themselves by choice. Students will follow proper safety protocols and guidelines according to the Adventure Curriculum Physical Education Project Adventure manual.</i></p>					
<b>STAGE 1: DESIRED RESULTS</b>					
Established Goals			Transfer Goals		
<b>National Physical Education Standards</b>			<ul style="list-style-type: none"> <li><b>Communication:</b> Communicate effectively</li> </ul>		



<ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<p>based on purpose, task, and audience using appropriate vocabulary and body language.</p> <ul style="list-style-type: none"> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● The way you collaborate with your classmates impacts the quality of your social connections and probability of success.</li> <li>● Learning can be active, collaborative, and creative.</li> </ul>	<ul style="list-style-type: none"> <li>● What was challenging for me? The group?</li> <li>● How did I contribute to the group’s success?</li> <li>● What are the benefits of working well as a group?</li> <li>● How can I apply this experience to future group experiences?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Utilize safety procedures and proper safety precautions</li> <li>● Use basic terminology associated with Project Adventure</li> <li>● The “experiential learning cycle”, “challenge by choice”, and “full value commitment” can be used in future experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● I can safely take risks.</li> <li>● I can effectively set challenging yet attainable goals for myself and the group.</li> <li>● I can effectively communicate with my team.</li> <li>● I can be honest with myself and my team about my level of comfort during activities.</li> <li>● I can keep myself and others safe.</li> <li>● I can be an active participant in the activity.</li> <li>● I can think creatively.</li> <li>● I can actively listen, cooperate and compromise with others in a group.</li> </ul>

**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>● Teacher observation of adherence to Project</li> <li>● Adventure protocols</li> <li>● Peer Assessment</li> <li>● Quiz on key terms, rules, and scenarios</li> </ul>	Self assessment on relevant learning targets

**STAGE 3: LEARNING PLAN**

First Topic: Rules, safety, and basic overview of Project Adventure philosophy	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1): <ul style="list-style-type: none"> <li>● I can safely take risks.</li> <li>● I can effectively set challenging yet attainable goals for myself and the group.</li> <li>● I can effectively communicate with my team.</li> <li>● I can be honest with myself and my team about my level of comfort during activities.</li> <li>● I can keep myself and others safe.</li> <li>● I can be an active participant in the activity.</li> <li>● I can think creatively.</li> <li>● I can actively listen, cooperate and compromise with others in a group.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>● What was challenging for me? The group?</li> <li>● How did I contribute to the group's success?</li> <li>● What are the benefits of working well as a group?</li> <li>● How can I apply this experience to future group experiences?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>● Full value contract</li> <li>● Icebreaker activities</li> </ul>	
Second Topic: Climbing, Belaying, Cooperative Games	Estimated # of Lessons: 4
Relevant Learning Targets (from Stage 1): <ul style="list-style-type: none"> <li>● I can safely take risks.</li> <li>● I can effectively set challenging yet attainable goals for myself and the group.</li> <li>● I can effectively communicate with my team.</li> <li>● I can be honest with myself and my team</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>● What was challenging for me? The group?</li> <li>● How did I contribute to the group's success?</li> <li>● What are the benefits of working well as a group?</li> <li>● How can I apply this experience to future group experiences?</li> </ul>

<p>about my level of comfort during activities.</p> <ul style="list-style-type: none"> <li>● I can keep myself and others safe.</li> <li>● I can be an active participant in the activity.</li> <li>● I can think creatively.</li> <li>● I can actively listen, cooperate and compromise with others in a group.</li> </ul>	
<p><u>Learning Activities:</u></p> <ul style="list-style-type: none"> <li>● Wizards, Giants, Elves</li> <li>● PE Amazing Race</li> <li>● BirdBox</li> <li>● Climbing and Belaying (traverse wall, rock wall)</li> <li>● Stretch Relay</li> <li>● All In</li> <li>● Noodle Tag</li> <li>● RPS baseball</li> <li>● Pop up Tag</li> <li>● Post-Assessment on rules, safety, and gameplay</li> </ul> <p><b>Supplemental Resources</b></p> <ul style="list-style-type: none"> <li>● Fields of Fire</li> <li>● Adventure Park</li> </ul>	

<p><b>Course Name: Recreational Sports                      Unit Title: Swimming                      Est. # of Lessons: 4-5</b></p>	
<p>Unit Overview: <i>In this unit, students will master the basic safety protocols of water activities. Students will be introduced to a variety of swimming strokes and water related activities.</i></p>	
<p style="text-align: center;"><b>STAGE 1: DESIRED RESULTS</b></p>	
<p style="text-align: center;">Established Goals</p>	<p style="text-align: center;">Transfer Goals</p>
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team</li> </ul>

<p>skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<p>building, sportsmanship, and compassionate and candid conversations.</p> <ul style="list-style-type: none"> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<ul style="list-style-type: none"> <li>● Safety procedures and proper safety precautions</li> <li>● Use basic terminology associated with water facilities.</li> </ul>	<ul style="list-style-type: none"> <li>● I can complete The American Red Cross Water Competency Test.</li> <li>● I can properly use the diving board.</li> <li>● I can properly execute the front crawl.</li> <li>● I can properly float on my back.</li> <li>● I can successfully engage in the gameplay of water activities.</li> <li>● I can understand the basic terminology used in water settings.</li> <li>● I can identify the shallow and deep end.</li> <li>● I can effectively cooperate with my peers.</li> </ul>
<p>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<ul style="list-style-type: none"> <li>● Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> </ul>	<p>Self assessment on relevant learning targets.</p>

<ul style="list-style-type: none"> <li>• Quiz on key terms, rules, skills, and scenarios</li> </ul>	
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules, safety, and basic skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1): <ul style="list-style-type: none"> <li>• I can complete the water competency test.</li> <li>• I can identify the shallow and deep end.</li> <li>• I can understand the basic terminology used in water settings.</li> <li>• I can properly float on my back.</li> <li>• I can safely use the diving board.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• What are the safety procedures in the pool facility?</li> <li>• What do I have to do to successfully complete the ARC Water Competency Test?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• American Red Cross Water Competency Test</li> <li>• Water Rules and Safety Pre-Assessment</li> </ul>	
<b>YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT</b>	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets: <ul style="list-style-type: none"> <li>• I can engage in the gameplay of water activities employing the water skills necessary to be successful.</li> <li>• I can effectively cooperate with my peers.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>• What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>• How does collaboration and communication help impact a team's success?</li> <li>• What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Water Polo</li> <li>• Water Volleyball</li> <li>• "Water" You Spelling</li> <li>• Kayaks</li> <li>• Water Ball</li> <li>• Sharks and Minnows</li> <li>• Water Aerobics</li> <li>• Post-Assessment on rules, safety, and gameplay</li> </ul>	

**Course Name: Recreational Sports**

**Unit Title: Golf**

**Est. # of Lessons: 5**

Unit Overview: *In this unit, students will be introduced to the basic skills necessary to participate successfully in a golf setting.*

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I get the ball to go where I want it to go?</li> <li>● What strategies can I use to be successful? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)

<ul style="list-style-type: none"> <li>● Rules of gameplay associated with Golf</li> <li>● Safety procedures and proper safety precautions</li> <li>● Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can perform the basic skills within the game.</li> <li>● I can understand and can follow the proper rules and safety precautions of the game.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>● Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>● Quiz on key terms, rules, skills, and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Self assessment on relevant learning targets.</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Basic rules, safety, and gameplay	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1): <ul style="list-style-type: none"> <li>● I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>● How do I get the ball to go where I want it to go?</li> <li>● How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>● Skill Practice</li> <li>● Pre-play rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 4
Learning Targets: <ul style="list-style-type: none"> <li>● I can effectively cooperate with my peers.</li> <li>● I can participate and contribute within the gameplay.</li> <li>● I can execute the various skills and techniques to play golf</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>● How do I get the ball to go where I want it to go?</li> <li>● What strategies can I use to effectively be successful? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact an individual's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>● Bocce Golf</li> <li>● Chipping Range</li> </ul>	

- Driving Range
- Mini Golf
- Target Practice for points
- Post assessment on rules, safety, and gameplay

Supplemental Resources:

- Field Trip: Great neck country Club/Cedar Ridge Golf course



Course Name: Team Sports

Unit Title: Football

Est. # of Lessons: 7

Unit Overview: *In this unit, students will cooperatively play touch football with their peers following appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.*

STAGE 1: DESIRED RESULTS

Established Goals

Transfer Goals

National Physical Education Standards

- **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 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **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.

- **Communication:** Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.
- **Critical Thinking:** Develop skills, knowledge, and concepts through practice and analysis of results.
- **Self-Direction:** Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.
- **Responsible Citizenship:** Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.
- **Self Direction:** Demonstrates improved physical performance in skills and movement patterns.

Understandings

Essential Questions

- Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.
- Engaging in sports and physical activity impacts the way we interact with others and see ourselves.
- The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.

- What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?
- How does collaboration and communication help impact a team's success?
- What am I focusing on right now and how can I get better at this?
- How do I engage in this activity safely?

Knowledge

Skills (Framed as Learning Targets)

<ul style="list-style-type: none"> <li>Rules of gameplay associated with indoor 4 down football</li> <li>Safety procedures and proper safety precautions</li> <li>Basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can perform the basic skills within the game.</li> <li>I can adhere to the proper rules and safety precautions of the game.</li> <li>I can execute the various skills and techniques to play indoor 4 down football.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre competition rules assessment</li> </ul>	
<b>YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT</b>	
Second Topic: Gameplay	Estimated # of Lessons: 2-7
Relevant Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques to play indoor 4 down football</li> <li>I can demonstrate offensive and defensive strategies</li> </ul>	Relevant Essential Questions: <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Students will engage in gameplay using proper rules.</li> <li>Students will engage in gameplay using strategies and teamwork.</li> </ul>	

Course Name: Team Sports		Unit Title: Speedball		Est. # of Lessons: 7	
<p>Unit Overview: <i>In this unit, students will cooperatively play Speedball with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.</i></p>					
STAGE 1: DESIRED RESULTS					
Established Goals			Transfer Goals		
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>			<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>		
Understandings			Essential Questions		
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>			<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>		
Knowledge			Skills (Framed as Learning Targets)		

<ul style="list-style-type: none"> <li>Rules of gameplay associated with speedball</li> <li>Safety procedures and proper safety precautions</li> <li>Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can perform the basic skills within the game.</li> <li>I can understand and can follow the proper rules and safety precautions of the game.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre competition rules assessment</li> </ul>	
<b>YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT</b>	
Second Topic: Gameplay	Estimated # of Lessons: 2-7
Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques to play speedball.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Students will engage in gameplay using proper rules.</li> <li>Students will engage in gameplay using strategies and teamwork.</li> </ul>	

<b>Course Name: Team Sports</b>	<b>Unit Title: Volleyball</b>	<b>Est. # of Lessons: 7</b>
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Unit Overview: *In this unit, students will cooperatively play Volleyball with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
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<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>
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Understandings	Essential Questions
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<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>
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Knowledge	Skills (Framed as Learning Targets)
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<ul style="list-style-type: none"> <li>Rules of gameplay associated with volleyball</li> <li>Safety procedures and proper safety precautions</li> <li>Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can perform the basic skills within the game.</li> <li>I can understand and can follow the proper rules and safety precautions of the game.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 2-7
Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques to play volleyball.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Students will engage in gameplay using proper rules.</li> <li>Students will engage in gameplay using strategies and teamwork.</li> </ul>	

Course Name: Team Sports		Unit Title: Pickleball		Est. # of Lessons: 7	
<p>Unit Overview: <i>In this unit, students will cooperatively play Pickleball with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.</i></p>					
STAGE 1: DESIRED RESULTS					
Established Goals			Transfer Goals		
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>			<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>		
Understandings			Essential Questions		
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>			<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>		
Knowledge			Skills (Framed as Learning Targets)		

<ul style="list-style-type: none"> <li>Rules of gameplay associated with Pickleball</li> <li>Safety procedures and proper safety precautions</li> <li>Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can perform the basic skills within the game.</li> <li>I can understand and can follow the proper rules and safety precautions of the game.</li> <li>I can demonstrate offensive and defensive strategies</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre competition rules assessment</li> </ul>	
<b>YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT</b>	
Second Topic: Gameplay	Estimated # of Lessons: 2-7
Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques to play Pickleball.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Students will engage in gameplay using proper rules.</li> <li>Students will engage in gameplay using strategies and teamwork.</li> </ul>	



Unit Overview: *In this unit, students will cooperatively play Ultimate Frisbee with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)

<ul style="list-style-type: none"> <li>Rules of gameplay associated with Ultimate Frisbee</li> <li>Safety procedures and proper safety precautions</li> <li>Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can perform the basic skills within the game.</li> <li>I can understand and can follow the proper rules and safety precautions of the game.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre competition rules assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 2-7
Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques to play Ultimate Frisbee</li> <li>I can demonstrate offensive and defensive strategies</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Students will engage in gameplay using proper rules.</li> <li>Students will engage in gameplay using strategies and teamwork.</li> </ul>	

Course Name: <b>Team Sports</b>		Unit Title: <b>Basketball</b>		Est. # of Lessons: <b>7</b>	
<p>Unit Overview: <i>In this unit, students will cooperatively play Basketball with their peers using appropriate rules and gameplay. Students will strategize tactics within the game using teamwork in order to accomplish goals.</i></p>					
STAGE 1: DESIRED RESULTS					
Established Goals			Transfer Goals		
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>			<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>		
Understandings			Essential Questions		
<ul style="list-style-type: none"> <li>● Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>● Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>● The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>			<ul style="list-style-type: none"> <li>● What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>● How does collaboration and communication help impact a team's success?</li> <li>● What am I focusing on right now and how can I get better at this?</li> <li>● How do I engage in this activity safely?</li> </ul>		
Knowledge			Skills (Framed as Learning Targets)		

<ul style="list-style-type: none"> <li>Rules of gameplay associated with basketball</li> <li>Safety procedures and proper safety precautions</li> <li>Use basic terminology associated with the game</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can perform the basic skills within the game.</li> <li>I can understand and can follow the proper rules and safety precautions of the game.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> <li>Teacher observation of proper gameplay, sportsmanship &amp; physical education protocols</li> <li>Quiz on key terms, rules, skills, and scenarios</li> </ul>	Self assessment on relevant learning targets.
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules and Safety / Basic Skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>I can adhere to the proper rules and safety precautions of the game.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>How do I engage in this activity safely?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Skill Practice</li> <li>Pre competition rules assessment</li> </ul>	
<b>YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT</b>	
Second Topic: Gameplay	Estimated # of Lessons: 2-7
Learning Targets: <ul style="list-style-type: none"> <li>I can effectively cooperate with my peers.</li> <li>I can participate and contribute within the gameplay.</li> <li>I can execute the various skills and techniques to play basketball.</li> <li>I can demonstrate offensive and defensive strategies.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>How does collaboration and communication help impact a team's success?</li> <li>What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Students will engage in gameplay using proper rules.</li> <li>Students will engage in gameplay using strategies and teamwork.</li> </ul>	

Unit Overview: *In this unit, students will utilize body and spatial awareness principles to play a variety of small and large group games/activities.*

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Chasing, fleeing, and dodging, gives students an opportunity to utilize body control, locomotor skills, and problem solving techniques</li> </ul>	<ul style="list-style-type: none"> <li>● How can you strategize for more success?</li> <li>● How do you use your body control to be successful?</li> </ul>
Knowledge	Skills (Framed as Learning Targets) Note: (C) =Cognitive; (P) = Physical; and (A) = Affective
<ul style="list-style-type: none"> <li>● Body control and strategies such as speed and changing directions can help you be successful in chasing, fleeing, dodging</li> </ul>	<p>(C)</p> <ol style="list-style-type: none"> <li>1. I can recognize movement concepts within chasing and fleeing activities.</li> </ol>

<p>activities.</p>	<p>(P)</p> <ol style="list-style-type: none"> <li>1. I can apply movement concepts to game situations with teacher prompts.</li> <li>2. I can apply simple offensive and defensive strategies in different physical activities.</li> <li>3. I can travel showing differentiation between jogging and sprinting.</li> </ol> <p>(A)</p> <ol style="list-style-type: none"> <li>1. I can accept others in chasing and fleeing activities</li> <li>2. I can reflect on personal behavior and challenges in chasing and fleeing activities.</li> <li>3. I can accept teacher directed conflict resolution strategies for chasing, fleeing and dodging.</li> </ol>
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**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE**

Summative Assessment	Formative Assessment
<p><u>Teacher observation</u> of proper gameplay, sportsmanship &amp; physical education protocols</p>	<p><u>Self assessment</u> on relevant learning targets</p>

**STAGE 3: LEARNING PLAN**

<p>First Topic: Chasing, Fleeing, and Dodging</p>	<p>Estimated # of Lessons: 5-7</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <p>(C)</p> <ul style="list-style-type: none"> <li>● I can recognize movement concepts within chasing and fleeing activities.</li> </ul> <p>(P)</p> <ul style="list-style-type: none"> <li>● I can apply movement concepts to game situations with teacher prompts.</li> <li>● I can apply simple offensive and defensive strategies in different physical activities.</li> <li>● I can travel showing differentiation between jogging and sprinting.</li> </ul> <p>(A)</p> <ul style="list-style-type: none"> <li>● I can accept others in chasing and fleeing activities</li> <li>● I can reflect on personal behavior and challenges in chasing and fleeing activities.</li> <li>● I can accept teacher directed conflict</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <p>How can you strategize for more success?</p> <p>How do you use your body control to be successful?</p>

resolution strategies for chasing, fleeing and dodging.	
<b>Learning Activities:</b> Students will be exposed to chasing, fleeing, and dodging activities through activities such as: <ul style="list-style-type: none"> <li>● Laydown tag</li> <li>● Popup tag</li> <li>● Hotdog tag</li> <li>● Bump tag</li> <li>● Pacman tag</li> <li>● Bodyguard</li> <li>● Animal rescue</li> <li>● Capture the flag</li> <li>● Team tag</li> <li>● Flag tag</li> <li>● Locomotor skills</li> <li>● Parachute Games</li> <li>● Noodle Tag</li> </ul>	

Course Name: <b>Unified PE</b>	Unit Title: <b>Movement/Rhythm</b>	Est. # of Lessons: <b>5-7</b>
Unit Overview: In this unit, students will practice ways to move their bodies in a rhythmic way.		
<b>STAGE 1: DESIRED RESULTS</b>		
Established Goals	Transfer Goals	
<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</li> </ul>	

Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Movement and rhythm provide students with a chance to be expressive through structured and unstructured activities.</li> </ul>	<ul style="list-style-type: none"> <li>How can you move your body to match the rhythm presented?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>How to use music to create movement patterns</li> </ul>	<p>( C ) know vocabulary that corresponds to different routines and movements</p> <ol style="list-style-type: none"> <li>I can describe the benefits of movement/rhythm as a lifelong activity</li> <li>I can describe the benefits of a healthy lifestyle</li> </ol> <p>( P ) Copy teacher led movements and/or movements based off of technology presentations</p> <ol style="list-style-type: none"> <li>I can combine movement concepts to follow along to given instructions</li> </ol> <p>( A ) Demonstrate a positive attitude during movement and rhythm activities</p> <ol style="list-style-type: none"> <li>I can express the enjoyment and/or challenge of participating in a favorite movement/rhythm activity.</li> <li>I can engage in movement/rhythm activities with responsible personal behavior</li> <li>I can accept others into movement/rhythm activities with teacher prompting</li> </ol>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
<u>Teacher observation</u> of proper gameplay, sportsmanship & physical education protocols	<u>Self assessment</u> on relevant learning targets
STAGE 3: LEARNING PLAN	
First Topic: Movement/Rhythm	Estimated # of Lessons: 5-7
Relevant Learning Targets (from Stage 1) : ( C ) know vocabulary that corresponds to different routines and movements <ul style="list-style-type: none"> <li>I can recognize movement/rhythm as a benefit of self awareness</li> </ul> ( P ) Copy teacher led movements and/or	Relevant Essential Questions (from Stage 1): How can you move your body to match the rhythm presented?



<p>movements based off of technology presentations.</p> <ul style="list-style-type: none"> <li>● I can combine movement concepts to follow along to given instruction.</li> </ul> <p>(A) Demonstrate a positive attitude during movement and rhythm activities</p> <ul style="list-style-type: none"> <li>● I can express the enjoyment and/or challenge of participating in a favorite movement/rhythm activity.</li> <li>● I can engages in movement/rhythm activities with responsible personal behavior</li> <li>● I can accept others into movement/rhythm activities with teacher prompting</li> </ul>	
<p>Learning Activities: Students will express themselves through movement/rhythm activities such as:</p> <ul style="list-style-type: none"> <li>● Creative Dance</li> <li>● Gymnastics</li> <li>● Hula hoop</li> <li>● Jump rope</li> <li>● Just Dance</li> <li>● Scooters</li> <li>● Parachute Games</li> </ul>	

<p><b>Course Name: Unified PE</b>                      <b>Unit Title: Manipulative</b>                      <b>Est. # of Lessons: 10</b></p>	
<p>Unit Overview: <i>In this unit, students will be able to manipulate objects using a combination of several different body parts.</i></p>	
<p style="text-align: center;"><b>STAGE 1: DESIRED RESULTS</b></p>	
<p style="text-align: center;">Established Goals</p>	<p style="text-align: center;">Transfer Goals</p>
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self Direction:</b> Demonstrates improved physical performance in skills and movement patterns.</li> </ul>

Understandings	Essential Questions
Getting a manipulative to a desired location requires practice, technique, and fluency through a sequence of movements.	<ul style="list-style-type: none"> <li>How do I get the manipulative where I want it to go?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
Importance of manipulative skills and how they can be used outside of PE class.	<p>( C ) Know the different manipulative skills</p> <ol style="list-style-type: none"> <li>I can apply multistep directions to produce more complex skills.</li> <li>I can track how skill practice improves competence in skill performance.</li> </ol> <p>( P ) Perform manipulative skills</p> <ol style="list-style-type: none"> <li>I can throw underhand to a partner or target with reasonable accuracy.</li> <li>I can throw overhand demonstrating developmentally appropriate form.</li> <li>I can catch a tossed manipulative from a reasonable distance.</li> <li>I can dribble with hands or feet.</li> <li>I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>I can strike an object with an implement.</li> <li>I can combine movement concepts with skills to participate in activities.</li> <li>I can pass and receive with a partner.</li> </ol> <p>( A ) Complete class tasks and activities while showing personal responsibility</p> <ol style="list-style-type: none"> <li>I can work independently for extended periods of time.</li> <li>I can accept corrective teacher feedback.</li> <li>I can work cooperatively with others.</li> <li>I can accept conflict resolution strategies.</li> </ol>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
<u>Teacher observation</u> of proper gameplay, sportsmanship & physical education protocols	<u>Self assessment</u> on relevant learning targets
STAGE 3: LEARNING PLAN	
First Topic: Throwing, Catching, Striking	Estimated # of Lessons: 10
Relevant Learning Targets (from Stage 1) : ( C ) Know the different manipulative skills	Relevant Essential Questions (from Stage 1): How do I get the manipulative where I want it to go?

<ul style="list-style-type: none"> <li>● I can apply multistep directions to produce more complex skills.</li> <li>● I can track how skill practice improves competence in skill performance.</li> </ul> <p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can throw underhand to a partner or target with reasonable accuracy.</li> <li>● I can throw overhand demonstrating developmentally appropriate form.</li> <li>● I can catch a tossed manipulative from a reasonable distance.</li> <li>● I can pass and receive with a partner.</li> </ul> <p>( A) Complete class tasks and activities while showing personal responsibility</p> <ul style="list-style-type: none"> <li>● I can work independently for extended periods of time.</li> <li>● I can accept corrective teacher feedback.</li> <li>● I can work cooperatively with others</li> <li>● I can accept conflict resolution strategies.</li> </ul>	
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Learning Activities:  
Students will work through various throwing and catching activities such as:

- Yard games
- Battleship
- Bowling
- Pin knockdown
- Big Ball Volleyball
- Big Ball Soccer
- Kickball
- Parachute Games

**YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT**

<p>Second Topic: Dribbling/Shooting</p>	<p>Estimated # of Lessons: 4</p>
<p>Learning Targets:</p> <p>( C) Know the different manipulative skills</p> <ul style="list-style-type: none"> <li>● I can apply multistep directions to produce more complex skills.</li> <li>● I understand skill practice improves competence in skill performance.</li> </ul> <p>( P) Perform manipulative skills</p> <ul style="list-style-type: none"> <li>● I can dribble with hands or feet and travel</li> <li>● I can perform kicking along the ground using appropriate form with reasonable accuracy.</li> <li>● I can pass and receive with a partner.</li> </ul> <p>( A) Complete class tasks and activities while</p>	<p>Essential Questions:</p> <p>How do I get the manipulative where I want it to go?</p>

showing personal responsibility <ul style="list-style-type: none"> <li>• I can work independently for extended periods of time.</li> <li>• I can accept corrective teacher feedback.</li> <li>• I can work cooperatively with others.</li> <li>• I can accept conflict resolution strategies.</li> </ul>	
Learning Activities: Students will work through various dribbling/shooting activities such as: <ul style="list-style-type: none"> <li>• Around the World</li> <li>• Knockout</li> <li>• Dribble Knockout</li> <li>• Scooter Basketball/Soccer</li> </ul>	

**Course Name: Unified PE      Unit Title: Cooperative Learning      Est. # of Lessons: 7**

*Unit Overview: Cooperative learning gives students a chance to enhance their skills in teamwork, communication, and sportsmanship. Students will be able to problem solve in partners or small groups to accomplish common goals.*

**STAGE 1: DESIRED RESULTS**

Established Goals	Transfer Goals
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<b>National Physical Education Standards</b> <ul style="list-style-type: none"> <li>• <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>• <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>• <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>• <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results.</li> </ul>
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Understandings	Essential Questions
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<ul style="list-style-type: none"> <li>• The way you work with your teammates impacts the quality of your connections and your success.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I work with my teammates to accomplish a task?</li> <li>• What have you learned from this activity and what would you change to improve for next time?</li> <li>• How do I communicate my feelings and thoughts with myself and others?</li> </ul>
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Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Communicate with partners and groups in a positive way</li> <li>Understand the value of teamwork</li> </ul>	<p>(C) Create strategies to complete tasks</p> <ol style="list-style-type: none"> <li>I can describe some movement concepts used in cooperative learning activities with teacher prompting.</li> <li>I can create cooperative strategies with teacher prompting in game situations.</li> </ol> <p>(P) Manipulate body and objects to complete tasks</p> <ol style="list-style-type: none"> <li>I can combine some movement concepts with skills in cooperative learning activities with teacher prompting.</li> </ol> <p>(A) Create a safe environment to share ideas amongst the group</p> <ol style="list-style-type: none"> <li>I can engage in physical activity as an opportunity for social and group interaction.</li> <li>I can give feedback respectfully to peers</li> </ol>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<u>Teacher observation</u> of proper gameplay, sportsmanship & physical education protocols	<u>Self assessment</u> on relevant learning targets
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Project Adventure	Estimated # of Lessons: 7
<p>Relevant Learning Targets (from Stage 1) :</p> <p>(C) Create strategies to complete tasks</p> <ul style="list-style-type: none"> <li>I can describe some movement concepts used in cooperative learning activities with teacher prompting.</li> <li>I can create cooperative strategies with teacher prompting in game situations.</li> </ul> <p>(P) Manipulate body and objects to complete tasks</p> <ul style="list-style-type: none"> <li>I can combine some movement concepts with skills in cooperative learning activities with teacher prompting.</li> </ul> <p>(A) Create a safe environment to share ideas amongst the group</p> <ul style="list-style-type: none"> <li>I can engage in physical activity as an opportunity for social and group interaction.</li> <li>I can give feedback respectfully to peers.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>How do I work with my teammates to accomplish a task?</li> <li>What have you learned from this activity and what would you change to improve for next time?</li> <li>How do I communicate my feelings and thoughts with myself and others?</li> </ul>

**Learning Activities:**

Students will work through Project Adventure activities to complete their cooperative learning unit. Each activity includes instruction time, activity time, and debrief time. Activities may include:

- Pipeline
- Poison river
- Toxic transfer
- Popcorn
- Keypunch pathways
- Keypunch
- Tarp turnover
- Minefield
- Parachute
- Second step

<b>Course Name: Unified PE</b>	<b>Unit Title: Swimming</b>	<b>Est. # of Lessons: 7</b>
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Unit Overview: *In this unit, students will master the basic safety protocols of water activities. Students will be introduced to a variety of swimming strokes and water related activities.*

<b>STAGE 1: DESIRED RESULTS</b>	
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Established Goals	Transfer Goals
<p><b>National Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>● <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>● <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>● <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>● <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge,</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.</li> <li>● <b>Critical Thinking:</b> Develop skills, knowledge, and concepts through practice and analysis of results</li> <li>● <b>Self-Direction:</b> Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments</li> <li>● <b>Responsible Citizenship:</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.</li> <li>● <b>Self-Direction:</b> Examine behaviors to identify patterns and/or take appropriate actions.</li> </ul>

self-expression and/or social interaction.	
<b>Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Growth over time occurs when students engage in deliberate practice and listening to/reviewing corrective feedback to improve performance.</li> <li>• Engaging in sports and physical activity impacts the way we interact with others and see ourselves.</li> <li>• The effective use of strategies, tactics, and collaboration with peers improves the likelihood of success in athletic settings.</li> </ul>	<ul style="list-style-type: none"> <li>• What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>• How does collaboration and communication help impact a team's success?</li> <li>• What am I focusing on right now and how can I get better at this?</li> </ul>
<b>Knowledge</b>	<b>Skills (Framed as Learning Targets)</b>
<ul style="list-style-type: none"> <li>• Safety procedures and proper safety precautions</li> <li>• Use basic terminology associated with water facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can complete The American Red Cross Water Competency Test.</li> <li>• I can properly use the diving board.</li> <li>• I can properly execute the front crawl.</li> <li>• I can properly float on my back.</li> <li>• I can successfully engage in the gameplay of water activities.</li> <li>• I can understand the basic terminology used in water settings.</li> <li>• I can identify the shallow and deep end.</li> <li>• I can effectively cooperate with my peers.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<u>Teacher observation</u> of proper gameplay, sportsmanship & physical education protocols	<u>Self assessment</u> on relevant learning targets.
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Rules, safety, and basic skills	Estimated # of Lessons: 1
Relevant Learning Targets (from Stage 1): <ul style="list-style-type: none"> <li>• I can complete the water competency test.</li> <li>• I can identify the shallow and deep end.</li> <li>• I can understand the basic terminology used in water settings.</li> <li>• I can properly float on my back.</li> <li>• I can safely use the diving board.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• What am I focusing on right now and how can I get better at this?</li> </ul>

Learning Activities: <ul style="list-style-type: none"> <li>• American Red Cross Water Competency Test</li> <li>• Water Rules and Safety Pre-Assessment</li> </ul>	
Second Topic: Gameplay	Estimated # of Lessons: 7
Learning Targets: <ul style="list-style-type: none"> <li>• I can engage in the gameplay of water activities employing the water skills necessary to be successful.</li> <li>• I can effectively cooperate with my peers.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>• What offensive and defensive strategies can we use as a team? How are they working? And what adjustments need to be made?</li> <li>• How does collaboration and communication help impact a team's success?</li> <li>• What am I focusing on right now and how can I get better at this?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Water Polo</li> <li>• Water Volleyball</li> <li>• Kayaks</li> <li>• Sharks and Minnows</li> <li>• Water Aerobics</li> </ul>	