

Unit Title: Kindergarten Locomotor Movement Skills

Course Time: 7 lessons; 35 minute class time

Overview: Students will demonstrate competence in fundamental motor skills.

Essential Questions:

1. How can movement skills help you become a better mover?
2. What activities require locomotor movements?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 A: Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • Locomotor movements • Non-locomotor movements • Manipulate movements • Relationships • Combination movements • Space awareness <p>National Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>Walk (one foot is always in contact with the floor); Run (head is up and knees are lifted); Jump (two foot take off and a two foot landing); Gallop (one foot leads and uses a step draw action forward or backward); Slide/shuffle (one foot leads and uses a step draw action sideways); Skip (one foot steps and hops forward then alternate feet with using the same).</p>	<p>Use selected movement skills and concepts when participating in physical activities.</p> <p>Walking Running Jumping Galloping Sliding Skipping</p>	<p><u>Cognitive-</u> Movement Assessment with pictures</p> <p><u>Psychomotor-</u> Movement Observation using Gross Motor Skills Assessment</p>	<p>Locomotor Movements: walking, running, skipping, jumping, galloping, chasing fleeing and dodging.</p> <p>Non-Locomotor Movements: turning, twisting, rolling, balancing, jumping and landing, stretching and swaying.</p> <p>Space Awareness and effort activities</p> <p>Tag Games Bridge tag, alligator tag, freeze tag, pac man tag, stop & go tag.</p> <p>May include and not limited to the following games/activities: Follow the Leader Clean the back yard Builders and Bulldozers Scooter activities Parachute Bean bag activities Hula hoops</p>

Unit Title: Kindergarten Non-Locomotor Movement Skills

Course Time: 7 lessons; 35 minute class time

Overview: Students will demonstrate competence in non-locomotor movement skills.

Essential Questions:

1. How can non-locomotor skills help you become a better mover?
2. What activities require non-locomotor movements?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 A: Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • Locomotor movements • Non-locomotor movements • Manipulate movements • Relationships • Combination movements • Space awareness <p>National Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>Non-locomotor Skills:</p> <ul style="list-style-type: none"> - Balance - Weight transfer - Rolling - Curling and stretching - Twisting and bending 	<p>Use selected non-locomotor skills when participating in physical activities.</p> <ul style="list-style-type: none"> - Balance - Weight transfer - Rolling - Curling and stretching - Twisting and bending 	<p><u>Cognitive-</u> Non-locomotor Assessment with pictures</p> <p><u>Psychomotor-</u> Movement Observation using Gross Motor Skills Assessment for non-locomotor skills</p>	<p>May include and not limited to the following games/activities: Tumbling on mats, dance, and balance activities.</p>

Unit Title: Kindergarten Manipulative Skills

Course Time: 7 classes; 35 minute class time

Overview: Students will demonstrate competence in manipulative motor skills.

Essential Questions:

3. How can manipulative skills help you become a better mover?
4. What activities require manipulative movements?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 A Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • Locomotor movements • Non-locomotor movements • Manipulate movements • Relationships • Combination movements • Space awareness <p>National Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>Manipulative Skills:</p> <ul style="list-style-type: none"> -Underhand throw -Overhand throw -Catching -Dribbling with hands. -Dribbling with feet. -Kicking -Underhand volley -Overhead Volley -Striking with implements 	<p>Use selected manipulative skills when participating in physical activities.</p> <ul style="list-style-type: none"> -Underhand throw -Overhand throw -Catching -Dribbling with hands. -Dribbling with feet. -Underhand volley with hands. -Overhand volley with hands -Striking using paddles or short implements 	<p>Cognitive- Manipulative Assessment with pictures</p> <p>Psychomotor- Movement Observation using Gross Motor Skills Assessment for manipulative skills</p>	<p>Manipulatives: Tossing and throwing with bean bags, overhand throw, kicking balls, dribbling activities, volleying activities and striking with sport implement activities.</p> <p>Space Awareness and effort activities</p> <p>May include and not limited to the following games/activities: Bean bag activities Hula hoops Various balls Modified kickball Rocket Launchers Beanbag toss Tee ball Builders and bulldozers Obstacle course.</p>

Unit Title: Kindergarten Personal and Social Behavior

Course Time: 7 lessons; 35 minute class time

Overview: Students will exhibit responsible personal and social behavior that respects self and others.

Essential Questions:

-Why is cooperation important in small group activities?

-What are some factors that lead to both positive and/or negative interactions in small group activities?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3 F Recognize positive and negative interactions of small group activities. -Roles (leader, follower) -Cooperation /sharing -On task participation</p> <p>National Standard 4: Exhibits responsible personal and social behavior that respects self and others.</p>	<p>Describe the importance and differences of positive and negative interactions in small group activities.</p>	<p>Demonstrate positive interactions within small group physical activities. -Follows instruction when prompted by teacher -Shares equipment and space with others. -Follows teacher directions for safe and proper use of equipment with minimal reminders/</p>	<p>Cognitive-Positive and Negative T-Charts Teacher Observation Positive Pro-Social Behaviors</p>	<p>Low Locomotor games: shark and minnows, red light/green light, Hill Dill, Midnight, etc...</p> <p>Cooperative activities using the Parachute Holding the chute, Ocean Waves, Tenting: Mushroom, popcorn, etc...</p> <p>Follow the leader activities: "I See" Back to Back</p>

Unit Title: Kindergarten Health-Related Components

Course Time: 7 lessons, 35 minute class time

Overview: Students will demonstrate the knowledge and skills to maintain a health-enhanced lifestyle.

Essential Questions:

-Why should you be physically active?

-What happens to our bodies when we are physically active?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3A Identify and engage in physical activities that promote physical fitness and health.</p> <p>National Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness</p>	<p>Various physical activities promote physical fitness and health.</p> <p>Recognize that when you move fast, your heart beats faster and you breathe faster.</p>	<p>Engage in various physical activities that support health and physical fitness.</p>	<p><u>Cognitive-Concept</u> Development – Picture</p> <p><u>Psychomotor- Aerobic Activity</u> Log with pictures.</p>	<p>Physical Activities for Dancing</p> <p>Tag Games: chasing and fleeing</p> <p>Fitness Exercises: jump roping, modifiedpush-ups, jumping jacks, mountain climbers, shoulder touches, trunk twisting, hopping, etc...</p> <p>Stretching exercises (warm up and cool down)</p> <p>Aerobic exercises-like travelling, chasing, fleeing, dance, follow-me,</p> <p>Animal movements (crab, bear, puppy dog, frog jump, etc...)</p>

Unit Title: Kindergarten Physical Activity-Moderate vs. Vigorous

Course Time: 7 lessons; 35 minute class time

Overview: Students will understand the difference between moderate and vigorous physical activity.

Essential Questions:

-What happens to our bodies when we are physically active?

-What is the difference between moderate and vigorous physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3 B Know the positive and negative effects or regular participation in moderate to vigorous physical activities.</p> <p>National Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p>	<p>Regular participation in physical activity affects the body in positive and negative ways.</p> <p>Describe the effects and changes that occur to the body during moderate to vigorous physical activity.</p>	<p>Participate in various moderate to vigorous physical activities.</p> <p>Moderate physical activities are not too difficult. A brisk walk is a good example of a moderate physical activity.</p> <p>Vigorous physical activities will make people breathe much harder, begin to perspire and start to make the muscles feel tired.</p>	<p>Cognitive- Am I Giving my Heart a Workout? Chart</p> <p>Psychomotor Assessment: Teacher Observation for moderate and vigorous activities.</p>	<p>Moderate Activities Walking, stretching, balancing skills, etc...</p> <p>Vigorous Activities: running, tag games, jump roping, locomotor games, chasing and fleeing games, etc...</p>

Unit Title: Kindergarten Identifying Positives Activities for Enjoyment

Course Time: 7 lessons; 35 minute class time

Overview: Students will identify physical activities that are enjoyable.

Essential Questions:

-Why should you be physically active?

-What makes physical activities enjoyable?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3 D Identify likes and dislikes related to participation and physical activities.</p> <p>National Standard 5 Recognizes the value of physical activity for health, enjoyment, challenges, self-expression and social interaction.</p>	<p>Physical activities are enjoyed for various reasons.</p> <p>-Discuss the enjoyment of playing with friends.</p>	<p>Engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</p>	<p>Cognitive- Participation Assessment</p>	<p>Ask students stand up if they like to participate in named activity or sit if they do not like the activity.</p> <p>Activities can include: running, playing on the playground, playing catch,</p>

Unit Title: Kindergarten Movement and Fitness Activities.

Course Time: 7 lessons; 35 minute class time

Overview: Students will understand how fitness activities can increase our heart rates.

Essential Questions:

1. What is an exercise?
2. What fitness activities will improve my health?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 D- Identify and use principles of exercise to improve movement and fitness activities.</p> <p>National Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Exercise principles improve physical activities.</p>	<p>Recognize activities to increase heart rate.</p> <p>Recognize activities that make muscles stronger.</p>	<p><u>Cognitive –</u> Cognitive Assessment (Lower order – Matching)</p> <p><u>Psychomotor –</u> Teacher observation checklist</p>	<p>Fitness activities Locomotor Games Tag Games Chasing and Fleeing Games Simon Says Shoulder touches Set the table Bear Crawl Crab Walk Others</p>

Unit Title: First Grade Movement Skills and Concepts

Course Time: 7 lessons; 35 minute class time

Overview: Students will demonstrate competence in fundamental motor skills.

Essential Questions:

1. How can movement skills and concepts help you become a better mover?
2. What activities require locomotor and nonlocomotor movements?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 A Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • Locomotor movements • Non-locomotor movements • Manipulate movements • Relationships • Combination movements • Space awareness <p>National Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>There are differences between basic movement skills and movements concepts yet they work together.</p>	<p>Use selected movement skills and concepts when participating in physical activities</p> <p>Walking Running Jumping Hopping Galloping Sliding Skipping Leaping</p>	<p><u>Cognitive-Movement Assessment (Lower Order Questions-true/false)</u></p> <p><u>Psychomotor-Teacher</u> Observation using Gross motor assessment criteria</p>	<p>Locomotor movements: running, hopping, skipping, jumping, sliding, leaping, galloping.</p> <p>Tag Games</p> <ul style="list-style-type: none"> • Freeze tag • Sharks and minnows • Bridge tag • Fitness tag • "Frozen" tag • Others <p>Low locomotor games</p> <ul style="list-style-type: none"> • Red light green light • What time is it Mr. Fox • Midnight • Squirrels and Trees • Other <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Car and Driver, Follow the Leader, etc....

Unit Title: First Grade Non-Locomotor Movement Skills

Course Time: 7 lessons; 35 minute class time

Overview: Students will demonstrate competence in non-locomotor movement skills.

Essential Questions:

3. How can non-locomotor skills help you become a better mover?
4. What activities require non-locomotor movements?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 A Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • Locomotor movements • Non-locomotor movements • Manipulative movements • Relationships • Combination movements • Space awareness <p>National Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>Non-locomotor Skills:</p> <ul style="list-style-type: none"> - Balance - Weight transfer - Rolling - Curling and stretching - Twisting and bending - swing - sway 	<p>Use selected non-locomotor skills when participating in physical activities.</p> <ul style="list-style-type: none"> - Balance - Weight transfer - Rolling - Curling and stretching - Twisting and bending 	<p><u>Cognitive-</u> Non-locomotor Assessment with pictures</p> <p><u>Psychomotor-</u> Movement Observation using Gross Motor Skills Assessment for non-locomotor skills</p>	<p>May include and not limited to the following games/activities:</p> <p>Tumbling on mats (rolling, balance, bear crawl, log roll, forward roll, back roll, etc....)</p> <p>Dance activities</p> <p>Balance activities</p> <p>Swaying and twisting activities</p> <p>Curling and stretching activities</p>

Unit Title: First Grade Manipulative Movement Skills

Course Time: 7 lessons; 35 minute classes

Overview: Students will demonstrate competence in manipulative motor skills.

Essential Questions:

5. How can manipulative skills help you become a better mover?
6. What activities require manipulative movements?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 A Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • Locomotor movements • Non-locomotor movements • Manipulative movements • Relationships • Combination movements • Space awareness <p>National Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>Manipulative Skills: -Underhand throw -Overhand throw -Catching -Dribbling with hands. -Dribbling with feet. -Kicking -Underhand volley -Overhead Volley -Striking with implements</p>	<p>Use selected manipulative skills: -Underhand throw -Overhand throw -Catching -Dribbling with hands. -Dribbling with feet. -Underhand volley with hands. -Overhand volley with hands -Striking using paddles or short implements</p>	<p><u>Cognitive-</u> Manipulative Assessment with pictures <u>Psychomotor-</u> Movement Observation using Gross Motor Skills Assessment for manipulative skills</p>	<p>Manipulatives: Tossing and throwing with bean bags, balls, overhand throw, kicking balls, dribbling activities, volleying activities and striking with sport implement activities. Space Awareness and effort activities May include and not limited to the following games/activities: Bean bag activities Hula hoops Various balls Modified kickball Ladder golf Rocket Launchers Beanbag toss Tee ball Builders and bulldozers Obstacle course</p>

Unit Title: First Grade Health-Related Components

Course Time: 7 lessons; 35 minute classes

Overview: Students will understand the importance of exercise and being active.

Essential Questions:

-Why should you be physically active?

-What happens to our bodies when we are physically active?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3 A- Identify and engage in physical activities that promote physical fitness and health.</p> <p>National Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Various physical activities promote physical fitness and health.</p> <p>Discuss the benefits of being active and exercising.</p>	<p>Engage in various physical activities that support health and physical fitness.</p> <p>Engage in activities that make enhance your cardiovascular system, muscular endurance and flexibility.</p>	<p><u>Cognitive-Concept</u> Development -- Picture</p> <p><u>Psychomotor-Aerobic Activity</u> Log with pictures.</p>	<p>Physical Activities for Dancing</p> <p>Tag Games: chasing and fleeing; dodging activities.</p> <p>Fitness Exercises: jump roping, push-ups, jumping jacks, etc...</p> <p>Stretching exercises (warm up and cool down)</p> <p>Aerobic exercises-like travelling, chasing, fleeing, dance, etc.</p>

Unit Title: First Grade Principles of Movement

Course Time: 7 lessons; 35 minute classes

Overview: Students will understand how exercise improves movement and overall health.

Essential Questions:

1. What is exercise?
2. What are fitness activities?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 D- Identify and use principles of exercise to improve movement and fitness activities.</p> <p>National Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>FITT Exercise principle improve physical activities.</p>	<p>Recognize and use components of the F.I.T.T. principle to improve physical fitness.</p> <ul style="list-style-type: none"> • Frequency/how often to exercise • Intensity/how hard to exercise • Time/how long to exercise • Type/what kind of exercise 	<p><u>Cognitive –</u> F.I.T.T. Cognitive Assessment (Lower order – Matching)</p> <p><u>Psychomotor –</u> F.I.T.T. Teacher observation checklist Assessment (Observation)</p>	<p>Fitness Activities</p> <ul style="list-style-type: none"> • Fitness tag • Warm up • Stretching • Push ups • Crunches • Jumping jacks • Others

Unit Title: First Grade Physical Activity: Moderate vs. Vigorous

Course Time: 7 lessons; 35 minute classes

Overview: Students will understand the difference between moderate and vigorous physical activity.

Essential Questions:

-What happens to our bodies when we are physically active?

-What is the difference between moderate and vigorous physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3 B- Know the positive and negative effects or regular participation in moderate to vigorous physical activities.</p> <p>National Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p>	<p>Regular participation in physical activity affects the body in positive and negative ways.</p> <p>Describe the effects and changes that occur to the body during moderate to vigorous physical activity.</p>	<p>Participate in various moderate to vigorous physical activities.</p> <p>Moderate physical activities are not too difficult. A brisk walk is a good example of a moderate physical activity.</p> <p>Vigorous physical activities will make people breathe much harder, begin to perspire and start to make the muscles feel tired.</p>	<p>Cognitive- Am I Giving my Heart a Workout? Chart</p> <p>Psychomotor Assessment: Teacher Observation for moderate and vigorous activities.</p>	<p>Moderate Activities Walking, stretching, balancing skills, etc...</p> <p>Vigorous Activities: running, tag games, jump rope, etc...</p>

Unit Title: First Grade Promoting Personal and Social Behavior

Course Time: 7 lessons; 35 minute classes

Overview: Students will exhibit responsible personal and social behavior that respects self and others.

Essential Questions:

-Why is cooperation important in small group activities?

-What are some factors that lead to both positive and/or negative interactions in small group activities?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3 F- Recognize positive and negative interactions of small group activities. -Roles (leader, follower) Cooperation /sharing -On task participation</p> <p>National Standard 4: Exhibits responsible personal and social behavior that respects self and social interactions.</p>	<p>Describe the importance and differences of positive and negative interactions in small group activities.</p>	<p>Demonstrate positive interactions within small group physical activities. -Follows instruction when prompted by teacher -Shares equipment and space with others. -Follows teacher directions for safe and proper use of equipment with minimal reminders/</p>	<p>Cognitive-Positive and Negative T-Charts Teacher Observation Positive Pro-Social Behaviors</p>	<p>Low Locomotor games: sharks and minnows, red light/green light, ship wreck, etc...</p> <p>Cooperative activities using the Parachute Holding the chute, Ocean Waves, Tenting: Mushroom, etc...</p> <p>Follow the leader activities: follow me</p>

Unit Title: First Grade Game Strategies

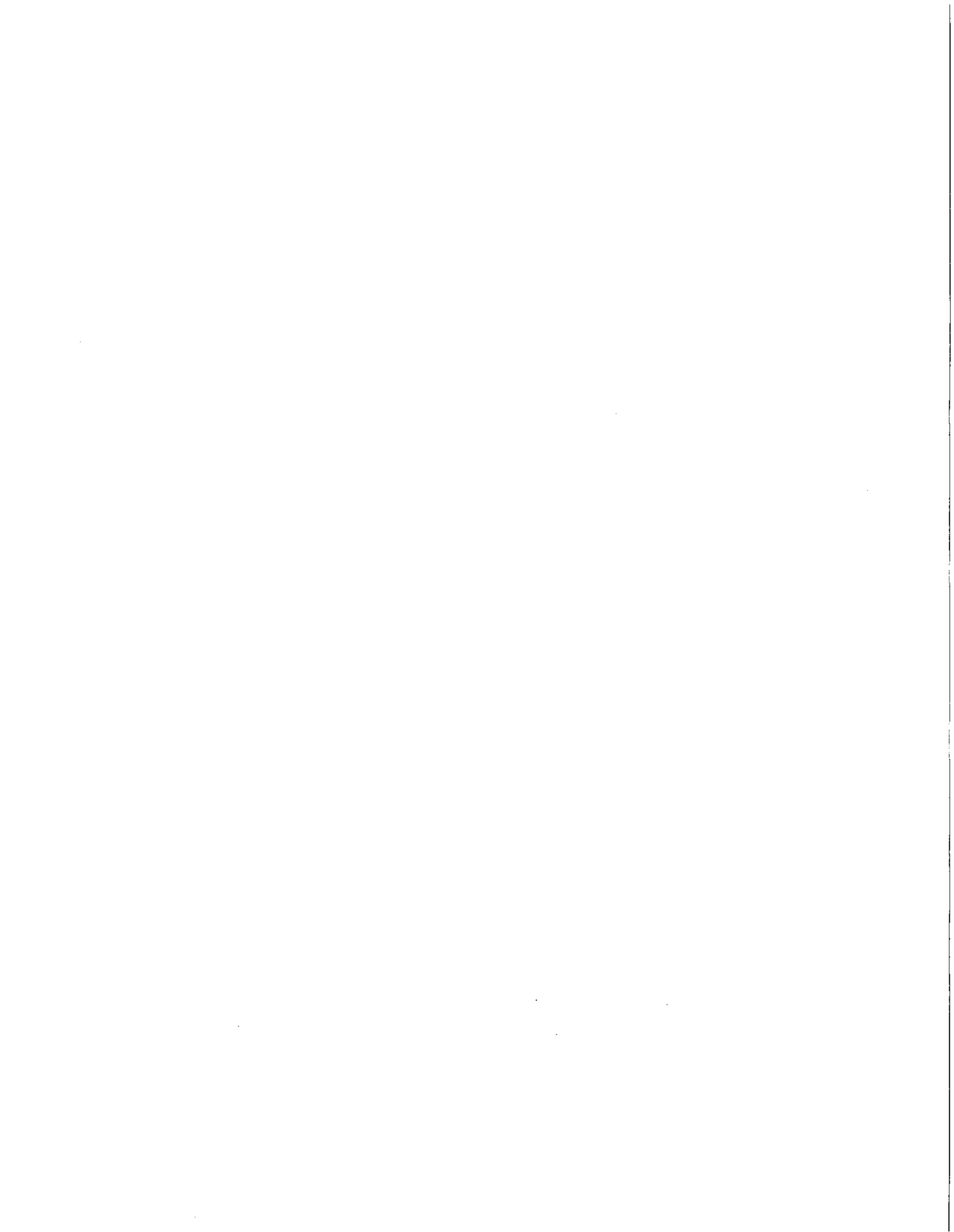
Course Time: 7 lessons; 35 minute classes

Overview: Students will recognize the concept of open space in a movement context.

Essential Questions:

1. How can movement skills and concepts help you become a better mover?
2. What decisions should you make to be successful in game situations?
3. Why is it important to know the rules of gameplay?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 F Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> • Faking/dodging • Passing/receiving • Moving to be open • Defending space • Following rules of play <p>National Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>Game strategies help you know what to do and when to do it.</p> <ul style="list-style-type: none"> -Moving to open space 	<p>Use selected movement skills, concepts and game strategies when participating in physical activities.</p>	<p>Cognitive-Game Strategies assessment (Lower order-matching, drawing, describing)</p> <p>Psychomotor: Teacher Observation</p>	<p>Tag Games</p> <ul style="list-style-type: none"> • Freeze tag • Bridge tag • Fitness tag • Others <p>Passing/receiving</p> <ul style="list-style-type: none"> • Partner throw • Throw to the wall • Others <p>Defending Space</p> <ul style="list-style-type: none"> • Sharks and sailors • Others



Unit Title: Second Grade Movement Skills and Concepts

Course Time: 7 lessons; 35 minute classes

Overview: Students will demonstrate competence in fundamental movement skill and concepts

Essential Questions:

1. How can movement skills and concepts help you become a better mover?
2. What activities require locomotor and non-locomotor movements?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 A Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • Locomotor movements • Non-locomotor movements • Manipulate movements • Relationships • Combination movements • Space awareness <p>National Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.</p>	<p>There are differences between basic movement skills and movements concepts yet they work together.</p>	<p>Use selected movement skills and concepts when participating in physical activities</p> <p>Hopping Jumping Galloping Skipping Sliding</p>	<p><u>Cognitive-</u> Movement Assessment (Lower Order Questions- true/false)</p> <p><u>Psychomotor-</u> Teacher Movement Observation using Gross Motor Assessment Instrument</p>	<p>Locomotor Movements: hopping, jumping, galloping, skipping, leaping and slidding.</p> <p>Locomotor Games: Shipwreck, Pacman Tag, Sharks and Minnows, Alligator Tag, Ninja Turtle Tag, and Others.</p> <p>Relationships -Parachute, Musical Games, Others</p> <p>Combination Movements -Tumbling, Rolling, Twisting, Spinning, Others</p> <p>Space Awareness -Invasion games, Tag Games, cone zone and others</p>

Unit Title: Second Grade Non-Locomotor Movement Skills

Course Time: 7 lessons; 35 minute classes

Overview: Students will demonstrate competence in non-locomotor movement skills and concepts.
Essential Questions:

1. How can non-locomotor skills help you become a better mover?
2. What activities require non-locomotor movements?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 A Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • Locomotor movements • Non-locomotor movements • Manipulate movements • Relationships • Combination movements • Space awareness <p>National Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>Non-locomotor Skills:</p> <ul style="list-style-type: none"> -Balance -Weight transfer -Rolling -Curling and stretching -Twisting and bending 	<p>Use selected non-locomotor skills when participating in physical activities.</p> <ul style="list-style-type: none"> - Balance -Weight transfer -Rolling -Curling and stretching -Twisting and bending 	<p><u>Cognitive-</u> Non-locomotor Assessment with pictures</p> <p><u>Psychomotor-</u> Movement Observation using Gross Motor Skills Assessment for non-locomotor skills</p>	<p>May include and not limited to the following games/activities:</p> <p>Tumbling on mats, Dance Balancing activities Balance Beam – Low Balance Boards Stepping Stones</p>

Unit Title: Second Grade Manipulative Movement Skills

Course Time: 7 lessons; 35 minute classes

Overview: Students will demonstrate competence in manipulative motor skills.

Essential Questions:

1. How can manipulative skills help you become a better mover?
2. What activities require manipulative movements?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 A Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • Locomotor movements • Non-locomotor movements • Manipulate movements • Relationships • Combination movements • Space awareness <p>National Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>Manipulative Skills: -Underhand throw -Overhand throw -Catching -Dribbling with hands. -Dribbling with feet. -Kicking -Underhand volley -Overhead Volley -Striking with implements</p>	<p>Use selected manipulative skills when participating in physical activities. -Underhand throw -Overhand throw -Catching -Dribbling with hands. -Dribbling with feet. -Underhand volley with hands. -Overhand volley with hands -Striking using paddles or short implements</p>	<p>Cognitive- Manipulative Assessment with pictures Psychomotor- Movement Observation using Gross Motor Skills Assessment for manipulative skills</p>	<p>Manipulatives: Tossing and throwing with bean bags, overhand throw, kicking balls, dribbling activities, volleying activities and striking with sport implement activities. Game Activities: Sponge Hockey, Wiffleball, Nukem, Paddle Skills, Target Throwing, Swamp Ball, etc...</p>

Unit Title: Second Grade Health-Related Components

Course Time: 7 lessons; 35 minute classes

Overview: Students will understand the importance of exercise and being active.

Essential Questions:

-Why should you be physically active?

-What happens to our bodies when we are physically active?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3 A- Identify and engage in physical activities that promote physical fitness and health.</p> <p>National Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Various physical activities promote physical fitness and health.</p> <p>Discuss the benefits of being active and exercising.</p>	<p>Engage in various physical activities that support health and physical fitness.</p> <p>Engage in activities that make enhance your cardiovascular system, muscular endurance and flexibility.</p>	<p><u>Cognitive-Concept</u> Development – Picture</p> <p><u>Psychomotor-</u> Aerobic Activity Log with pictures.</p>	<p>Physical Activities for Dancing</p> <p>Tag Games: chasing and fleeing</p> <p>Fitness Exercises: jump roping, push ups, jumping jacks, etc...</p> <p>Stretching exercises (warm up and cool down)</p> <p>Aerobic exercises-like travelling, chasing, fleeing, dance, etc.</p>

Unit Title: Second Grade Principles of Movement

Course Time: 7 lessons; 35 minutes classes

Overview: Students will understand how exercise improves movement and overall health.

Essential Questions:

1. What is exercise?
2. What are fitness activities?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 D- Identify and use principles of exercise to improve movement and fitness activities.</p> <p>National Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Exercise principles improve physical activities.</p>	<p>Recognize and use components of the F.I.T.T. principle to improve physical fitness.</p> <ul style="list-style-type: none"> • Frequency/how often to exercise • Intensity/how hard to exercise • Time/how long to exercise • Type/what kind of exercise 	<p><u>Cognitive</u> – F.I.T.T. Cognitive Assessment (Lower order – Matching)</p> <p><u>Psychomotor</u> – F.I.T.T. Teacher observation checklist Assessment (Observation)</p>	<p>Fitness Activities</p> <ul style="list-style-type: none"> • Fitness tag • Warm up • Stretching • Push ups • Crunches • Jumping jacks • Others

Unit Title: Second Grade Physical Activity: Moderate vs. Vigorous

Course Time: 7 lessons; 35 minute classes

Overview: Students will understand the difference between moderate and vigorous physical activity.

Essential Questions:

-What happens to our bodies when we are physically active?

-What is the difference between moderate and vigorous physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3 B- Know the positive and negative effects or regular participation in moderate to vigorous physical activities.</p> <p>National Standard 5: Recognizes the value of physical activity for health, enjoyment, self-challenge, self-expression and social interaction.</p>	<p>Regular participation in physical activity affects the body in positive and negative ways.</p> <p>Describe the effects and changes that occur to the body during moderate to vigorous physical activity.</p>	<p>Participate in various moderate to vigorous physical activities.</p> <p>Moderate physical activities are not too difficult. A brisk walk is a good example of a moderate physical activity.</p> <p>Vigorous physical activities will make people breathe much harder, begin to perspire and start to make the muscles feel tired.</p>	<p>Cognitive- Am I Giving my Heart a Workout? Chart</p> <p>Psychomotor Assessment: Teacher Observation for moderate and vigorous activities.</p>	<p>Moderate Activities Walking, stretching, balancing skills, etc...</p> <p>Vigorous Activities: running, tag games, jump roping, etc...</p>

Unit Title: Second Grade Game Strategies

Course Time: 7 lessons; 35 minute classes

Overview: Students will apply simple strategies and tactics in chasing and fleeing activities.

Essential Questions:

1. How can movement skills and concepts help you become a better mover?
2. What decisions should you make to be successful in game situations?
3. Why is it important to know the rules of gameplay?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 F Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> • Faking/dodging • Passing/receiving • Moving to be open • Defending space • Following rules of play <p>National Standard 2: Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>Game strategies help you know what to do and when to do it.</p>	<p>Use selected movement skills, concepts and game strategies when participating in physical activities.</p>	<p>Cognitive- Game Strategies assessment (Lower order- matching, drawing, describing)</p>	<p>Faking/Dodging -Ninja Turtle Tag, Sharks and Minnows, Tunnel Tags, Lumberjack Tag, Others Passing/Receiving -One Step Back, Toss and Tag, Noodle Soup, Others Moving to be Open -Monkey in the Middle, Soccer, Newcomb, Puff Polo, Others Defending Space -Stealing Treasure, Capture the Flag, Others Following Rules of Play -Shipwreck, Simon Sez, Busy Bee, Follow the Leader, Red Light Green Light, Others</p>

Unit Title: Second Grade Promoting Personal and Social Behavior

Course Time: 7 lessons; 35 minutes classes

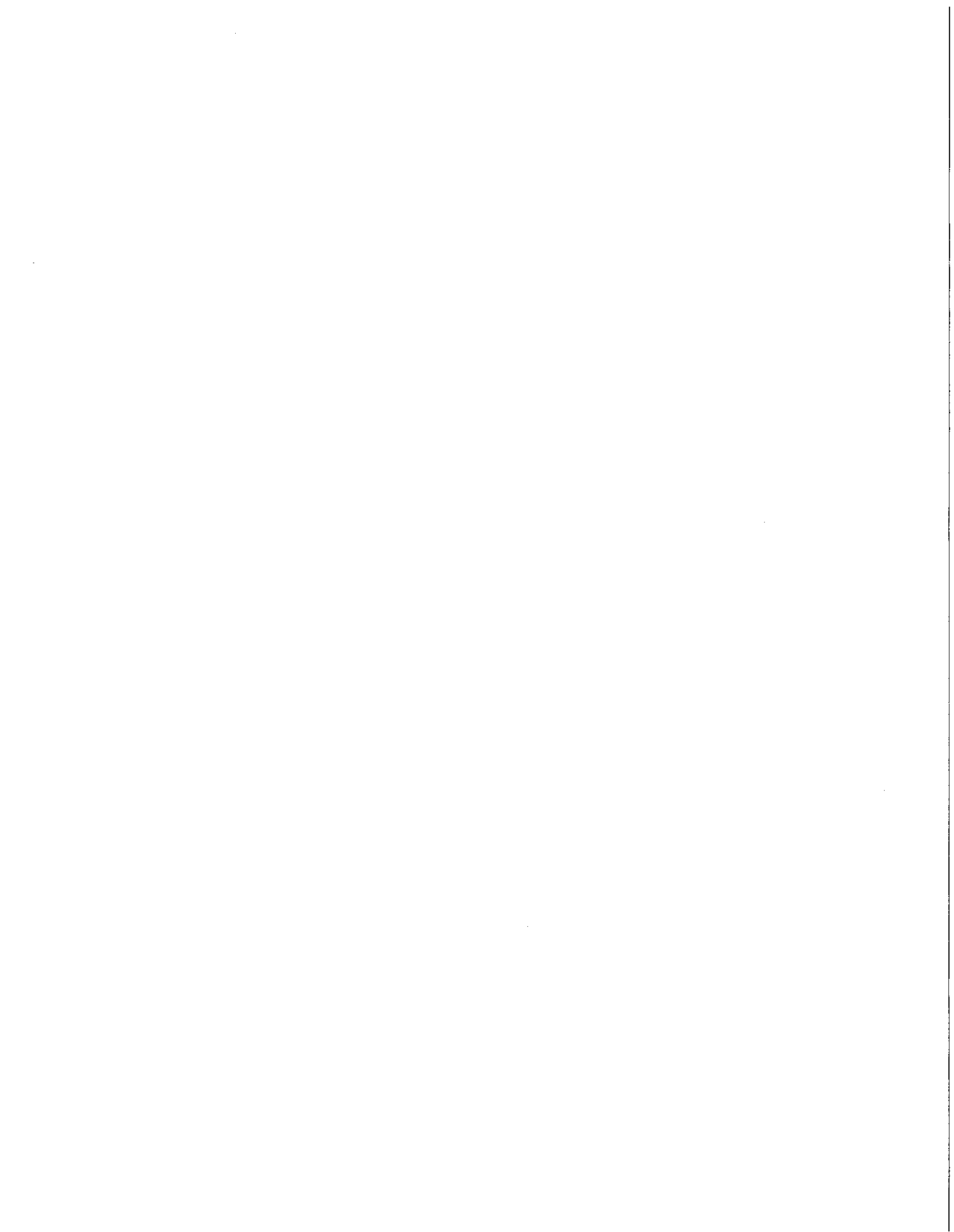
Overview: Students will exhibit responsible personal and social behavior that respects self and others.

Essential Questions:

-Why is cooperation important in small group activities?

-What are some factors that lead to both positive and/or negative interactions in small group activities?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3 F- Recognize positive and negative interactions of small group activities. -Roles (leader, follower) -Cooperation /sharing -On task participation</p> <p>National Standard 4: Exhibits responsible and social behavior that respects self and others.</p>	<p>Describe the importance and differences of positive and negative interactions in small group activities.</p>	<p>Demonstrate positive interactions within small group physical activities. -Follows instruction when prompted by teacher -Shares equipment and space with others. -Follows teacher directions for safe and proper use of equipment with minimal reminders/</p>	<p>Cognitive-Positive and Negative T-Charts Teacher Observation Positive Pro-Social Behaviors</p>	<p>Low Locomotor games: shark and minnows, red light/green light Cooperative activities using the Parachute Holding the chute, Ocean Waves, Tenting: Mushroom, etc... Follow the leader activities</p>



Unit Title: Third Grade Movement Skills and Concepts

Course Time: 7 lessons; 35 minute classes

Overview: Students will demonstrate competence in fundamental movement skill and concepts
Essential Questions:

1. How can movement skills and concepts help you become a better mover?
2. What activities require locomotor and non-locomotor movements?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 A Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • Locomotor movements • Non-locomotor movements • Manipulate movements • Relationships • Combination movements • Space awareness <p>National Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.</p>	<p>There are differences between basic movement skills and movements concepts yet they work together.</p>	<p>Use selected movement skills and concepts when participating in physical activities.</p> <p>Demonstrate mature form in skipping, hopping, galloping and sliding.</p>	<p><u>Cognitive-Movement Assessment</u> (Lower Order Questions-true/false)</p> <p><u>Psychomotor-Teacher Movement Observation</u> using Gross Motor Assessment Instrument</p>	<p>Locomotor Movements -skipping, hopping, galloping, and sliding. Locomotor Movement Games: Shipwreck, Pacman Tag, Sharks and Minnows, Alligator Tag, Ninja Turtle Tag, Others Non Locomotor Movements Relationships -Stretching, Balancing, Others Parachute, Musical Games, Others Combination Movements -Tumbling, Rolling, Twisting, Spinning, Others Space Awareness -Invasion games, Tag Games, Others</p>

Unit Title: Third Grade Non-Locomotor Movement Skills

Course Time: 7 lessons; 35 minute classes

Overview: Students will demonstrate competence in non-locomotor movement skills and concepts.

Essential Questions:

1. How can non-locomotor skills help you become a better mover?
2. What activities require non-locomotor movements?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 A Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • Locomotor movements • Non-locomotor movements • Manipulate movements • Relationships • Combination movements • Space awareness <p>National Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>Non-locomotor Skills:</p> <ul style="list-style-type: none"> - Balance -Weight transfer -Rolling -Curling and stretching -Twisting and bending 	<p>Use selected non-locomotor skills when participating in physical activities.</p> <ul style="list-style-type: none"> - Balance -Weight transfer -Rolling -Curling and stretching -Twisting and bending 	<p><u>Cognitive-</u> Non-locomotor Assessment with pictures</p> <p><u>Psychomotor-</u> Movement Observation using Gross Motor Skills Assessment for non-locomotor skills</p>	<p>May include and not limited to the following games/activities: Tumbling on mats Dance Balance activities Stretching and Warm-up activities</p>

Unit Title: Third Grade Manipulative Movement Skills

Course Time: 7 lessons; 35 minute classes

Overview: Students will demonstrate competence in manipulative motor skills.

Essential Questions:

1. How can manipulative skills help you become a better mover?
2. What activities require manipulative movements?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 A Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • Locomotor movements • Non-locomotor movements • Manipulate movements • Relationships • Combination movements • Space awareness <p>National Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>Manipulative Skills: -Underhand throw -Overhand throw -Catching -Dribbling with hands. -Dribbling with feet. -Kicking -Underhand volley -Overhead Volley -Striking with implements</p>	<p>Use selected manipulative skills when participating in physical activities. -Underhand throw -Overhand throw -Catching -Dribbling with hands. -Dribbling with feet. -Underhand volley with hands. -Overhand volley with hands -Striking using paddles or short implements</p>	<p><u>Cognitive-</u> Manipulative Assessment with pictures <u>Psychomotor-</u> Movement Observation using Gross Motor Skills Assessment for manipulative skills</p>	<p>Manipulatives: Tossing and throwing with balls, overhand throw, kicking balls, dribbling activities, volleying activities and striking with sport implement activities. Game Activities: Sponge Hockey, Wiffleball, Nukem, Paddle Skills, Target Throwing, Keep Away, 3 vs 1, etc... Sport Activities: -Softball -Basketball -Soccer -Volleyball -Floor Hockey -Football</p>

Unit Title: Third Grade Health-Related Components

Course Time: 7 lessons; 35 minute classes

Overview: Students will understand the importance of exercise and being active.

Essential Questions:

-Why should you be physically active?

-What happens to our bodies when we are physically active?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3 A- Identify and engage in physical activities that promote physical fitness and health.</p> <p>National Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Various physical activities promote physical fitness and health.</p> <p>Discuss the benefits of being active and exercising.</p>	<p>Engage in various physical activities that support health and physical fitness.</p> <p>Engage in activities that make enhance your cardiovascular system, muscular endurance and flexibility.</p>	<p><u>Cognitive-</u> Concept Development – Picture</p> <p><u>Psychomotor-</u> Aerobic Activity Log with pictures.</p>	<p>Cardiovascular Endurance:</p> <ul style="list-style-type: none"> • Running, jump rope skills, tag games, jumping jacks, etc... <p>Muscular Strength:</p> <ul style="list-style-type: none"> • Push-ups, pull-ups, etc... <p>Muscular Endurance:</p> <ul style="list-style-type: none"> • Curl-ups, lunges, etc.... <p>Flexibility:</p> <ul style="list-style-type: none"> • Dynamic stretching • Static stretching <p>Introduction to Fitness Gram Testing Activities:</p> <ul style="list-style-type: none"> • Pacer Test, one-mile run, push-ups, pull-ups, sit and reach.

Unit Title: Third Grade Principles of Movement/Fitness Testing Activities

Course Time: 7 lessons; 35 minutes classes

Overview: Students will understand how exercise improves movement and overall health.

Essential Questions:

1. What is exercise?
2. What are fitness activities?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 D- Identify and use principles of exercise to improve movement and fitness activities.</p> <p>National Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Exercise principles improve physical activities.</p>	<p>Recognize and use components of the F.I.T.T. principle to improve physical fitness.</p> <ul style="list-style-type: none"> • Frequency/how often to exercise • Intensity/how hard to exercise • Time/how long to exercise • Type/what kind of exercise 	<p><u>Cognitive –</u> Describe fitness FITT principle and how it related to the health-related components.</p> <p><u>Psychomotor –</u> F.I.T.T. Teacher observation checklist Assessment (Observation)</p>	<p>Cardiovascular Endurance:</p> <ul style="list-style-type: none"> • Running, jump rope skills, tag games, jumping jacks, etc... <p>Muscular Strength:</p> <ul style="list-style-type: none"> • Push-ups, pull-ups, etc... <p>Muscular Endurance:</p> <ul style="list-style-type: none"> • Curl-ups, lunges, etc... <p>Flexibility:</p> <ul style="list-style-type: none"> • Dynamic stretching • Static stretching <p>Introduction to Fitness Testing Activities: pacer test, one mile run, Push-ups, pull-ups, sit and reach.</p>

Unit Title: Third Grade Physical Activity: Moderate vs. Vigorous

Course Time: 7 lessons; 35 minute classes

Overview: Students will understand the difference between moderate and vigorous physical activity.

Essential Questions:

-What happens to our bodies when we are physically active?

-What is the difference between moderate and vigorous physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3 B- Know the positive and negative effects or regular participation in moderate to vigorous physical activities.</p> <p>National Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p>	<p>Regular participation in physical activity affects the body in positive and negative ways.</p> <p>Describe the effects and changes that occur to the body during moderate to vigorous physical activity.</p>	<p>Participate in various moderate to vigorous physical activities.</p> <p>Moderate physical activities are not too difficult. A brisk walk is a good example of a moderate physical activity.</p> <p>Vigorous physical activities will make people breathe much harder, begin to perspire and start to make the muscles feel tired.</p>	<p>Cognitive- Fill-in Activity Gram Pyramid</p> <p>Psychomotor Assessment: Teacher Observation for moderate and vigorous activities.</p>	<p>Moderate Activities Walking, stretching, balancing skills,</p> <p>Vigorous Activities: running, tag games, jump rope, indian run, dancing, etc...</p>

Unit Title: Third Grade Game Strategies

Course Time: 7 lessons; 35 minute classes

Overview: Students will apply simple strategies and tactics in chasing and fleeing activities.

Essential Questions:

1. How can movement skills and concepts help you become a better mover?
2. What decisions should you make to be successful in game situations?
3. Why is it important to know the rules of gameplay?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.3 F Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> • Faking/dodging • Passing/receiving • Moving to be open • Defending space • Following rules of play <p>National Standard 2: Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>Game strategies help you know what to do and when to do it.</p>	<p>Use selected movement skills, concepts and game strategies when participating in physical activities.</p>	<p>Cognitive- Game Strategies assessment (Lower order- matching, drawing, describing)</p>	<p>Sport Activities and Lead-up games: Soccer Football Floor Hockey Basketball</p> <p>Tag Games: Cone zone, Team tag, Guard the castle, etc...</p>

Unit Title: Third Grade Promoting Personal and Social Behavior

Course Time: 7 lessons; 35 minutes classes

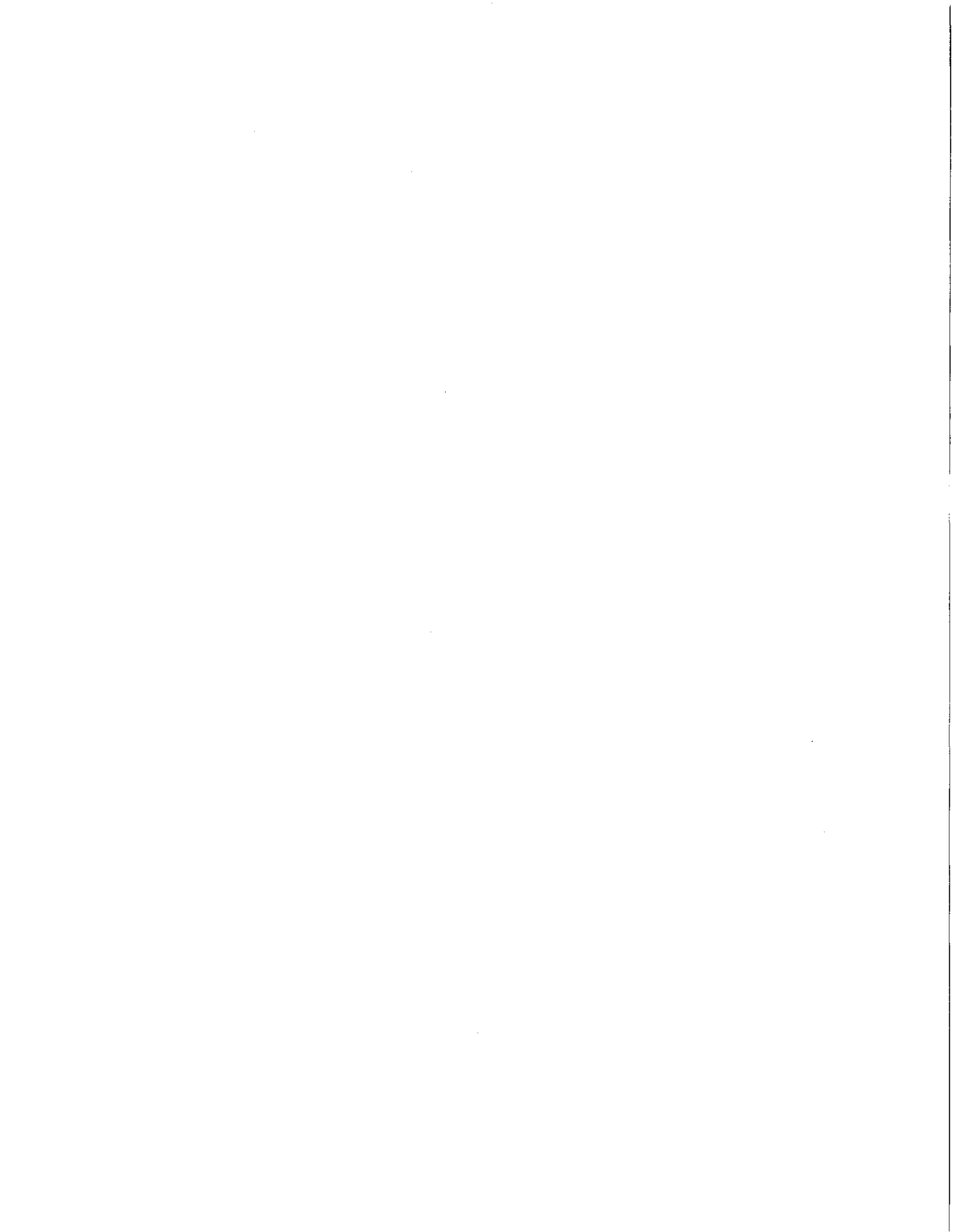
Overview: Students will exhibit responsible personal and social behavior that respects self and others.

Essential Questions:

-Why is cooperation important in small group activities?

-What are some factors that lead to both positive and/or negative interactions in small group activities?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3 F- Recognize positive and negative interactions of small group activities. -Roles (leader, follower) -Cooperation /sharing -On task participation</p> <p>National Standard 4: Exhibits responsible and personal and social behavior that respects self and others.</p>	<p>Describe the importance and differences of positive and negative interactions in small group activities.</p>	<p>Demonstrate positive interactions within small group physical activities. -Follows instruction when prompted by teacher -Shares equipment and space with others. -Follows teacher directions for safe and proper use of equipment with minimal reminders/</p>	<p>Cognitive-Positive and Negative T-Charts Teacher Observation Positive Pro-Social Behaviors</p>	<p>Low Locomotor games: sharks and minnows, red light/green light, stop light tag, hand tag, etc... Cooperative activities using the Parachute Holding the chute, Ocean Waves, Tenting: Mushroom, etc... Follow the leader activities</p>



Title: Fourth Grade: Personal Fitness

Course Time: 7 lessons; 35 minute classes

Overview: Students will be participate in a variety of fitness activities related to all five health-related components.
Essential Questions:

1. Why should you be physically active?
2. How does regular participation in fitness activities influence health-related components?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.6A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p> <p>National Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Various physical activities promote physical fitness and health.</p> <p>-cardiovascular -muscular endurance -muscular strength -flexibility</p>	<p>Engage in various physical activities that support health and physical fitness.</p> <p>Engage in activities that make enhance your cardiovascular system, muscular endurance and flexibility.</p>	<p><u>Cognitive-</u> Identify the five health-related components with various fitness activities.</p> <p><u>Psychomotor-</u> Performed various fitness skills related to all five health-related components.</p>	<p>Introduction to Fitness Gram Activities:</p> <ul style="list-style-type: none"> • Pacer Test • Curl-Ups • Push-ups • Sit and Reach, Trunk Flexibility <p>Cardiovascular Endurance:</p> <ul style="list-style-type: none"> • Running, jump rope skills, tag games, jumping jacks, kinball, 12 days of fitness, etc... <p>Muscular Strength:</p> <ul style="list-style-type: none"> • Push-ups, pull-ups, climbing wall, etc... <p>Muscular Endurance:</p> <ul style="list-style-type: none"> • Curl-ups, lunges, climbing wall, etc... <p>Flexibility:</p> <ul style="list-style-type: none"> • Dynamic stretching • Static stretching

Unit Title: Fourth Grade: Advanced Movement Skills and Concepts

Course Time: 7 lessons; 35 minute classes

Overview: Students will demonstrate competence in fundamental movement skill and concepts

Essential Questions:

1. How can combine movement skills and concepts to help you become a better mover?
2. What activities require combination movement skills?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.6 A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p> <p>National Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.</p>	<p>Students will know how to combine locomotor and non-locomotor movement skills to create a routine or sequence.</p>	<p>Demonstrate mature patterns of locomotor skill in dynamic small-sided practice tasks.</p> <p>Perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.</p>	<p><u>Cognitive-</u> Movement Assessment (Lower Order Questions- true/false)</p> <p><u>Psychomotor-</u> Teacher Observation in which students create a combination/sequences of movement skills.</p>	<p>Combine locomotor skills and concepts (levels, shapes, extensions, pathways, force, time, and flow) to create a dance.</p> <p>Combine travelling with balance and weight transfer to create a gymnastic sequence & traversing wall climb with and without equipment.</p> <p>Dance Combinations and routines Gymnastic combinations and routines. Low balance beam Climbing wall activities.</p>

Unit Title: Fourth Grade: Advanced Manipulative Movement Skills

Course Time: 7 lessons; 35 minute classes

Overview: Students will know how to combine manipulative skills in applied settings.

Essential Questions:

1. How can advanced manipulative skills help you become a better mover?
2. What activities require advanced manipulative movements?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.6 A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p> <p>National Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>Know how to combine manipulative movement skills.</p>	<p>Use advanced combination manipulative skills when participating in physical activities.</p> <p>-Underhand throw/Overhand throw with catching.</p> <p>-Dribbling with hands/feet and pass to partner.</p> <p>-Underhand/and or overhand volley over a net.</p>	<p>Cognitive-Advanced Manipulative Assessment</p> <p>Psychomotor Teacher Observation</p>	<p>-Combine travelling with the manipulative skills of dribbling, throwing, catching and striking in small sided practice task environment.</p> <p>-Game Activities: Football: flag grab tag, touchdown, etc. Soccer: soccer pirates, soccer baseball Basketball: spot shots, dribble tag, etc. Softball: homerun derby, goofball, etc. Floor Hockey: horse hockey, 4 square, Badminton: self-hits, low net games, Volleyball: catch-up ball, partner bump and set, small sided games, etc.. Tennis: show and tell, low net games.</p>

Unit Title: Fourth Grade: Principles of Exercise

Course Time: 7 lessons; 35 minutes classes

Overview: Students will understand how exercise principles influence health and skill-related fitness.
Essential Questions:

1. How can exercise be used to improve health and fitness?
2. How do you apply the F.I.T.T. principle to the five health-related components?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
10.5.6 D: Describe and apply the principles of exercise to the components of health-related and skill-related fitness. National Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Health-Related Components -Cardiovascular endurance -Muscular endurance -Muscular Strength -Flexibility -Body Composition. Skill-Related: agility, balance, coordination, power, reaction time and speed.	Apply the health related components to the F.I.T.T. exercise principle. F - Frequency I - Intensity T- Time T- Type	<u>Cognitive –</u> Describe the FITT principle and how it related to the health-related components. <u>Psychomotor –</u> F.I.T.T. Teacher observation checklist Assessment (Observation)	Cardiovascular Endurance: <ul style="list-style-type: none"> • Running, jump rope skills, tag games, jumping jacks, etc.... Muscular Strength: <ul style="list-style-type: none"> • Push-ups, Pull ups etc.... Muscular Endurance: <ul style="list-style-type: none"> • Curl-ups, lunges, etc.... Flexibility: <ul style="list-style-type: none"> • Dynamic stretching • Static stretching Agility activities: agility ladder Balance activities: balance boards, balance bean, Coordination drills: juggling with scarfs Power activities: long jumps, high jumps Reaction time activities: z-ball, whistle drills Speed activities: 50 yard dash

Unit Title: Fourth Grade Physical Activity: Moderate vs. Vigorous

Course Time: 7 lessons; 35 minute classes

Overview: Students will understand the difference between moderate and vigorous physical activity.

Essential Questions:

-What happens to our bodies when we are physically active?

-What is the difference between moderate and vigorous physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3 B- Know the positive and negative effects or regular participation in moderate to vigorous physical activities.</p> <p>National Standard 5: Recognizes the value of physical activity for health, enjoyment, self-challenge, self-expression and social interaction.</p>	<p>Regular participation in physical activity affects the body in positive and negative ways.</p> <p>Describe the effects and changes that occur to the body during moderate to vigorous physical activity.</p>	<p>Participate in various moderate to vigorous physical activities.</p> <p>Moderate physical activities are not too difficult. A brisk walk is a good example of a moderate physical activity.</p> <p>Vigorous physical activities will make people breathe much harder, begin to perspire and start to make the muscles feel tired.</p>	<p>Cognitive- Fill-in Activity Gram Pyramid</p> <p>Psychomotor Assessment: Teacher</p> <p>Observation for moderate and vigorous activities.</p>	<p>Moderate Activities Walking, stretching, balancing skills, yoga, ...</p> <p>Vigorous Activities: running, tag games, jump roping, dancing, scooter games & activities, fitness stations, etc...</p>

Unit Title: Fourth Grade: Game Strategies

Course Time: 7 lessons; 35 minute classes

Overview: Students will apply simple offensive and defensive strategies in small sided games.

Essential Questions:

1. How can game strategies help you to be successful in sport games and physical activities?
2. What decisions should you make to be successful in game situations?
3. Why is it important to know the rules of gameplay?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.6 F: Identify and apply game strategies to basic games and physical activities.</p> <p>National Standard 2: Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>Offensive Strategies: -move to open space -give and go</p> <p>Defensive strategies: -man on man -zone</p>	<p>Use selected offensive and defensive strategies to a variety of sport games.</p>	<p>Cognitive-Game Strategies assessment (Lower order-matching, drawing, describing).</p> <p>Psychomotor: Teacher Observation for offensive and defensive strategies</p>	<p>Sport lead-up games: small-sided game play for the following: Soccer Football Floor Hockey Basketball Volleyball Softball</p>

Unit Title: Fourth Grade: Promoting Personal and Social Behavior

Course Time: 7 lessons; 35 minutes classes

Overview: Students will exhibit respect for self and others in independent and group activities.

Essential Questions:

- Why is cooperation important in small group activities?
- What are some factors that lead to both positive and/or negative interactions in small group activities?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.6F: Recognize positive and negative interactions of small group activities (roles, cooperation/sharing, on-task participation).</p> <p>National Standard 4: Exhibits responsible and personal and social behavior that respects self and others.</p>	<p>Describe the importance and differences of positive and negative interactions in small group activities.</p>	<p>Engage in physical activity with responsible interpersonal behavior (peer to peer; student to teacher).</p> <p>Follow, with few reminders, activity-specific rules, procedures, and etiquette.</p>	<p>Affective Personal and Social Rubric.</p> <p>Teacher Observation</p> <p>Positive Pro-Social Behaviors</p>	<p>Cooperative Learning Activities:</p> <p>Mine Field</p> <p>Hoop Around</p> <p>Life Boats</p> <p>Cooperation Catch</p> <p>Blog Tag</p> <p>Keep It Up</p> <p>Star Passers, etc...</p>

Title: Fourth Grade: Personal Fitness

Course Time: 7 lessons; 35 minute classes

Overview: Students will participate in a variety of fitness activities related to all five health-related components.

Essential Questions:

1. Why should you be physically active?
2. How does regular participation in fitness activities influence health-related components?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.6A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p> <p>National Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Various physical activities promote physical fitness and health.</p> <p>-cardiovascular -muscular endurance -muscular strength -flexibility</p>	<p>Engage in various physical activities that support health and physical fitness.</p> <p>Engage in activities that make enhance your cardiovascular system, muscular endurance and flexibility.</p>	<p><u>Cognitive-</u> Identify all five health-related components to proper fitness testing item.</p> <p><u>Psychomotor-</u> Performed all Health-Related Fitness Gram Tests.</p>	<p>Fitness Gram Testing Activities:</p> <ul style="list-style-type: none"> • Pacer Test • Curl-Ups • Push-ups • Sit and Reach, Trunk Flexibility

Title: Fifth Grade: Personal Fitness

Course Time: 7 lessons; 35 minute classes (1st quarter as a pre-test)

Overview: Students will be provided with a comprehensive fitness assessment using the Fit Gram instrument.

Essential Questions:

1. Why should you be physically active?
2. How does regular participation in fitness activities influence health-related components?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.6A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p> <p>National Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Various physical activities promote physical fitness and health.</p> <p>-cardiovascular -muscular endurance -muscular strength -flexibility</p>	<p>Engage in various physical activities that support health and physical fitness.</p> <p>Engage in activities that make enhance your cardiovascular system, muscular endurance and flexibility.</p>	<p><u>Cognitive-</u> Fitness Gram Results</p> <p><u>Psychomotor-</u> Performed all Health-Related Fitness Gram Tests.</p>	<p>Fitness Gram Testing Activities:</p> <ul style="list-style-type: none"> • Pacer Test • Curl-Ups • Push-ups • Sit and Reach, Trunk Flexibility <p>Cardiovascular Endurance:</p> <ul style="list-style-type: none"> • Running, jump rope skills, tag games, jumping jacks, etc... <p>Muscular Strength:</p> <ul style="list-style-type: none"> • Push-ups, pull-ups, etc... <p>Muscular Endurance:</p> <ul style="list-style-type: none"> • Curl-ups, lunges, etc... <p>Flexibility:</p> <ul style="list-style-type: none"> • Dynamic stretching • Static stretching

Unit Title: Fifth Grade: Advanced Movement Skills and Concepts

Course Time: 7 lessons; 35 minute classes

Overview: Students will demonstrate competence in fundamental movement skill and concepts

Essential Questions:

1. How can combine movement skills and concepts to help you become a better mover?
2. What activities require combination movement skills?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.6 A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p> <p>National Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.</p>	<p>Students will know how to combine locomotor and non-locomotor movement skills to create a routine or sequence.</p>	<p>Demonstrate mature patterns of locomotor skill in dynamic small-sided practice tasks.</p> <p>Perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.</p>	<p><u>Cognitive-</u> Movement Assessment (Lower Order Questions- true/false)</p> <p><u>Psychomotor-</u> Teacher Observation in which students create a combination/sequences of movement skills.</p>	<p>Combine locomotor skills and concepts (levels, shapes, extensions, pathways, force, time, and flow) to create a dance.</p> <p>Combine travelling with balance and weight transfer to create a gymnastic sequence & traversing wall climb with and without equipment.</p> <p>Dance Combinations and routines Gymnastic combinations and routines Low balance beam Traversing Wall Climb Vaulting</p>

Unit Title: Fifth Grade: Advanced Manipulative Movement Skills

Course Time: 7 lessons; 35 minute classes

Overview: Students will know how to combine manipulative skills in applied settings.
Essential Questions:

1. How can advanced manipulative skills help you become a better mover?
2. What activities require advanced manipulative movements?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.6 A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p> <p>National Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>Know how to combine manipulative movement skills.</p>	<p>Use advanced combination manipulative skills when participating in physical activities. -Underhand throw/Overhand throw with catching. -Dribbling with hands/feet and pass to partner. -Underhand/and or overhand volley over a net.</p>	<p>Cognitive-Advanced Manipulative Assessment</p> <p>Psychomotor Teacher Observation</p>	<p>-Combine travelling with the manipulative skills of dribbling, throwing, catching and striking in small sided practice task environment.</p> <p>-Small Sided Game Activities: Football: 10 catches, one chance, mini-flag football game, etc... Soccer: Soccer golf, 3-on-3 games, etc. Basketball: scooter basketball, small sided games, etc... Softball: choice ball, homerun derby, etc Floor Hockey: scooter hockey, 4-on-4, Badminton: single, double, skills Tennis: drop & drill, hit & serve, single, doubles, grand slam tennis derby, etc..</p>

Unit Title: Fifth Grade: Principles of Exercise

Course Time: 7 lessons; 35 minutes classes

Overview: Students will understand how exercise principles influence health and skill-related fitness.

Essential Questions:

1. How can exercise be used to improve health and fitness?
2. How do you apply the F.I.T.T. principle to the five health-related components?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.5.6 D: Describe and apply the principles of exercise to the components of health-related and skill-related fitness.</p> <p>National Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Health-Related Components</p> <ul style="list-style-type: none"> -Cardiovascular endurance -Muscular endurance -Muscular Strength -Flexibility -Body Composition. <p>Skill-Related: agility, balance, coordination, power, reaction time and speed.</p>	<p>Apply the health related components to the F.I.T.T. exercise principle.</p> <p>F - Frequency I - Intensity T- Time T- Type</p>	<p><u>Cognitive –</u> Describe the FITT principle and how it related to the health-related components.</p> <p><u>Psychomotor –</u> F.I.T.T. Teacher observation checklist Assessment (Observation)</p>	<p>Cardiovascular Endurance:</p> <ul style="list-style-type: none"> • Running, jump rope skills, tag games, jumping jacks, etc... <p>Muscular Strength:</p> <ul style="list-style-type: none"> • Push-ups, pull-ups, exercise bands, etc... <p>Muscular Endurance:</p> <ul style="list-style-type: none"> • Curl-ups, lunges, squat thrust, etc... <p>Flexibility:</p> <ul style="list-style-type: none"> • Dynamic stretching • Static stretching <p>Agility activities: agility ladder Balance activities: balance boards, balance bean, Coordination drills: juggling Power activities: long jump, high jump Reaction time activities: z-ball, scarf drop, Speed activities: 50 and 100 yard dash, shuttle run, etc....</p>

Unit Title: Fifth Grade Physical Activity: Moderate vs. Vigorous

Course Time: 7 lessons; 35 minute classes

Overview: Students will understand the difference between moderate and vigorous physical activity.

Essential Questions:

-What happens to our bodies when we are physically active?

-What is the difference between moderate and vigorous physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.3 B- Know the positive and negative effects or regular participation in moderate to vigorous physical activities.</p> <p>National Standard 5: Recognizes the value of physical activity for health, enjoyment, self-expression and social interaction.</p>	<p>Regular participation in physical activity affects the body in positive and negative ways.</p> <p>Describe the effects and changes that occur to the body during moderate to vigorous physical activity.</p>	<p>Participate in various moderate to vigorous physical activities.</p> <p>Moderate physical activities are not too difficult. A brisk walk is a good example of a moderate physical activity.</p> <p>Vigorous physical activities will make people breathe much harder, begin to perspire and start to make the muscles feel tired.</p>	<p>Cognitive- Fill-in Activity Gram Pyramid</p> <p>Psychomotor Assessment: Teacher Observation for moderate and vigorous activities.</p>	<p>Moderate Activities Walking, stretching, balancing skills, yoga, ...</p> <p>Vigorous Activities: running, tag games, jump roping, dancing, rainstorm, toss & tag, scooter games, skipping, galloping, etc...</p>

Unit Title: Fifth Grade: Game Strategies

Course Time: 7 lessons; 35 minute classes

Overview: Students will apply simple offensive and defensive strategies in small sided games.

Essential Questions:

1. How can game strategies help you to be successful in sport games and physical activities?
2. What decisions should you make to be successful in game situations?
3. Why is it important to know the rules of gameplay?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
10.5.6 F: Identify and apply game strategies to basic games and physical activities. National Standard 2: Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	Offensive Strategies: -move to open space -give and go Defensive strategies: -man on man -zone	Use selected offensive and defensive strategies to a variety of sport games.	Cognitive-Game Strategies assessment (Lower order-matching, drawing, describing). Psychomotor: Teacher Observation for offensive and defensive strategies	Small-Sided Sport Lead-up Games: Soccer Football Floor Hockey Basketball Volleyball Team Handball Scooter Team Handball

Unit Title: Fifth Grade: Promoting Personal and Social Behavior

Course Time: 7 lessons; 35 minutes classes

Overview: Students will exhibit respect for self and others in independent and group activities.

Essential Questions:

- Why is cooperation important in small group activities?
- What are some factors that lead to both positive and/or negative interactions in small group activities?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.6F: Recognize positive and negative interactions of small group activities (roles, cooperation/sharing, on-task participation).</p> <p>National Standard 4: Exhibits responsible and personal and social behavior that respects self and others.</p>	<p>Describe the importance and differences of positive and negative interactions in small group activities.</p>	<p>Engage in physical activity with responsible interpersonal behavior (peer to peer; student to teacher).</p> <p>Follow, with few reminders, activity-specific rules, procedures, and etiquette.</p>	<p>Affective Personal and Social Rubric.</p> <p>Teacher Observation</p> <p>Positive Pro-Social Behaviors</p>	<p>Cooperative Learning Activities:</p> <p>Group Pattern Catch</p> <p>Life Boats</p> <p>Minefield</p> <p>Mini-Parachute Activities</p> <p>Parachute Activities</p>

Title: Fifth Grade: Personal Fitness

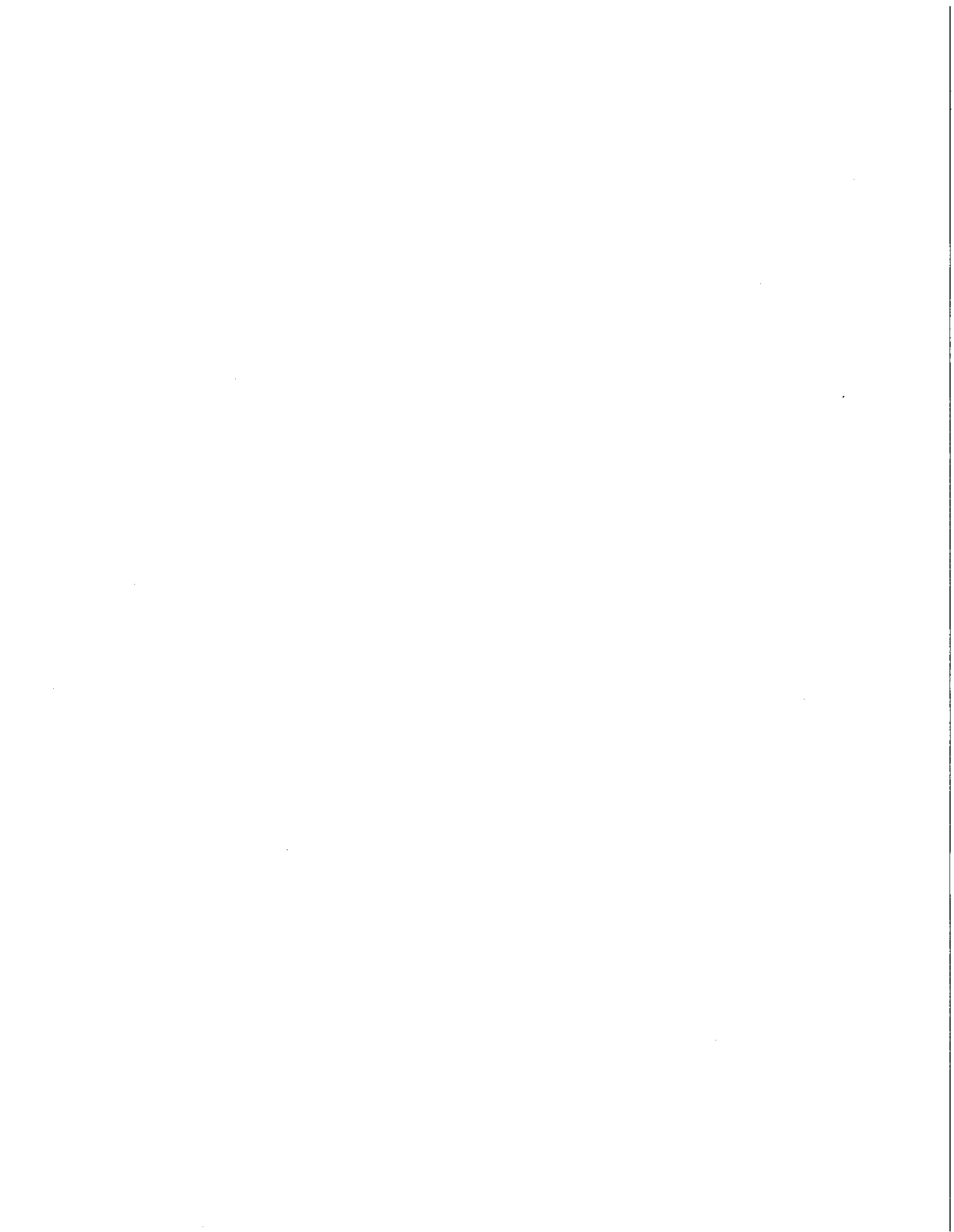
Course Time: 7 lessons; 35 minute classes (4th quarter as a post-test)

Overview: Students will be provided with a comprehensive fitness assessment using the Fit Gram instrument.

Essential Questions:

1. Why should you be physically active?
2. How does regular participation in fitness activities influence health-related components?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (What students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.4.6A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p> <p>National Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Various physical activities promote physical fitness and health.</p> <p>-cardiovascular -muscular endurance -muscular strength -flexibility</p>	<p>Engage in various physical activities that support health and physical fitness.</p> <p>Engage in activities that make enhance your cardiovascular system, muscular endurance and flexibility.</p>	<p>Cognitive-Fitness Gram Results</p> <p>Psychomotor-Performed all Health-Related Fitness Gram Tests.</p>	<p>Fitness Gram Testing Activities:</p> <ul style="list-style-type: none"> • Pacer Test • Curl-Ups • Push-ups • Sit and Reach, Trunk Flexibility <p>Students will analyze Fitness Gram Result with teacher and share Fitness Gram profile with family.</p>



Unit Title: 6th grade: Personal Fitness

Course Time: Seven lessons; 42 minutes per class (Fitness Gram Pre-Test)

Overview: Students will be provided with a comprehensive fitness assessment using the Fit Gram instrument.

Essential Questions:

1. How can participation in moderate to vigorous physical increase your overall wellness?
2. What are the long-term benefits of participating in regular physical activities?
3. What types of activities encourage students their personal health?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA 10.4.6A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p> <p>National Standard 3: Demonstrates the knowledge and skills to achieve and maintain health enhancing level of fitness.</p>	<p>Participation in physical activity impacts wellness throughout a lifetime.</p>	<p>Identify, assess and engage in various physical activities that support health, physical activities that supports health, physical fitness motor skill improvements, group interactions and enjoyment.</p>	<p>FITT Log Worksheet (Cognitive) - Fitness Gram Assessment Tools (Psychomotor) Pre-test – diagnostic</p>	<p>Pre Fitness Test (Fitness Gram) <i>Cardiovascular: Pacer Test</i> <i>Flexibility: Shoulder Stretch, Sit and Reach, Trunk Lift</i> <i>Abdominal Strength: Curl-ups</i> <i>Upper Body Strength: Push ups, Flexed Arm Hang</i></p>

Unit Title: Moderate vs. Vigorous Activities

Course Time: Seven lessons; 42 minutes per class

Overview: Regular participation in physical activities affects the body systems.

Essential Questions:

1. What are some of the positive effects of regular exercise on the body?
2. How can regular fitness participation affect the systems of the body?
3. How can applying target heart rate keep your body safe during physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA 10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.</p>	<p>Participation in physical activity impacts wellness throughout a lifetime.</p>	<p>Apply exercise principles (F.I.T.T) to health-related fitness components.</p>	<p>Aerobic Fitness Reflection worksheet (cognitive)- Am I Giving my Heart a Workout? -Ohio (Psych Cognitive) –Self Evaluation</p>	<p>The students will engage in a variety of activities to accelerate their heart rate to a moderate to vigorous level. During the activities the students will take their target heart rate to show an increase. Activity Examples <i>Soccer, Field Hockey, Dodging, Fleeing and Tagging Activities, Basketball, Ultimate Frisbee, Aerobic and Resistance Training. Utilize Heart Rate Monitoring and Pedometers.</i></p>

Unit Title 6th grade: Physical Activity Preferences

Course Time: Seven lessons; 42 minutes per class

Overview: Various factors impact physical activity preferences during adolescence.

1. Essential Questions: How can your enjoyment of activity affect your overall fitness levels?
2. Can a family fitness plan help to enhance individual fitness
3. What types of community fitness resources are available in our area?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA 10.4.6D</p> <p>Describe factors that effect childhood physical activity preferences.</p> <ul style="list-style-type: none"> • enjoyment • personal interest • social experience • opportunities to learn new activities • parental preference • environment 	<p>Participation in physical activity impacts wellness throughout a lifetime.</p>	<p>Describe what influences a person's choice of physical activities.</p>	<p>Cognitive: Personal Preference for activities.</p>	<p>After participating in a wide variety of enrichment activities students will be better equipped to make decisions about personal preference. Such as:</p> <p>In-Line Skating Swimming (Lehman Intermediate only) Recreational Games: Can Jam, Ladder Ball, Bean Bag Toss, Washer Toss, Bowling, Horseshoes, Ring Toss, Ping Pong Pitch, Golf/Putting.</p> <p>After participating in a wide variety of enrichment activities students will be better equipped to make decisions about personal preference.</p>

Unit Title: 6th Grade: Small Group Activities for Cooperation

Course Time: Seven lessons; 42 minutes per class

Overview: Individuals interact through many different roles within group physical activity.

Essential Questions:

1. What are positive interactions that occur between group members
2. How can etiquette promote positive interaction
3. What are the negative that occur between group members?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
PA 10.4.6F Recognize positive and negative interactions of small group activities. <ul style="list-style-type: none"> • roles • cooperation/sharing • on task participation 	Participation in physical activity impacts wellness throughout a lifetime.	Describe the various roles within a group and how they can be positive or negative.	Personal and Social Behavior Rubric (Affective) Affective Student Learning Objective (SLO) Rubric (Affective)	Cooperative Activities Marble Pass Nuclear Waste Survivor Islands Orienteering/Geo-Caching Small Sided Games, Lifetime Activities, Sport and Skill Games

7th Grade

Unit Title: Personal Fitness

Course Time: 7 Lessons; 42 Minutes per class

Overview: The students will engage in Fitness Gram to assess their levels of fitness, set fitness goals and engage in a variety of activities to promote improvement.

Essential Questions:

- How can physical activity choices impact my life as an adolescent?
- How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?
- How can you apply the principles of physical education to improve your physical fitness?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>10.4.9.A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.</p> <p>National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a healthy lifestyle.</p>	<p>Informed selections of physical activities can lead to the achievement of personal fitness and activity goals.</p> <p>Identify barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.</p>	<p>Participate in a variety of activities to enhance the five health-related components: cardiovascular, muscular strength, muscular endurance, flexibility and body composition.</p>	<p>Cognitive/Psychomotor</p> <p><i>Physical Best Fitness Gram</i> (Log with Higher Order Questions)</p>	<p>Pre Fitness Test (Fitness Gram)</p> <p><i>Cardiovascular: Pacer Test</i></p> <p><i>Flexibility: Shoulder Stretch, Sit and Reach, Trunk Lift</i></p> <p><i>Abdominal Strength: Curl-ups</i></p> <p><i>Upper Body Strength: Push ups, Flexed Arm Hang</i></p> <p>Post Fitness Test (Fitness Gram)</p> <p><i>Aerobic/Cardiovascular: Pacer Test</i></p> <p><i>Flexibility: Shoulder Stretch, Sit and Reach, Trunk Lift</i></p> <p><i>Abdominal Strength: Curl-ups</i></p> <p><i>Upper Body Strength: Pull-ups, Flexed Arm Hang, Push-ups</i></p> <p>Activity Examples</p> <p><i>Soccer, Field Hockey, Dodging and Fleeing Activities, Tag Activities, Basketball, Ultimate Frisbee, Aerobics and Resistance Training.</i></p>

7th Grade

<p><i>Utilize the Heart Rate Monitors and Pedometers. (The students will take their pulse at various times throughout the activities to show an increased heart rate.)</i></p>			
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Unit Title: Varied Intensity through Physical Activity

Course Time: 7 Lessons; 42 Minutes per class

Overview: The students engage in various activities to experience how intensity levels can lead to health improvement.

Essential Questions:

- How is there a connection between physical fitness and the risk factors associated with disease?
- Why is physical activity important in regards to weight management?
- What types of physical activities do you chose to cope with stress?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities

7th Grade

<p>10.4.9.B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <ul style="list-style-type: none"> • stress management • disease prevention • weight management <p>National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a healthy lifestyle.</p>	<p>Relationships exist between regular participation in physical activity and adolescent health improvement.</p> <p>Stress management – any technique developed to help cope with or lessen the physical and emotional effects of everyday life pressure.</p> <p>Disease prevention- activities designed to prevent health threats and their harmful consequences.</p> <p>Weight management- is a long-term approach to a healthy lifestyle. It includes a balance of healthy eating and physical exercise to equate energy expenditure and energy intake.</p>	<p>Engage in a variety of physical activities that support life-long fitness and activity goals.</p>	<p><i>Physical Activity Intensity Analysis</i> (Observation with Higher Order Thinking Questions)</p>	<p>The students will engage in various activities to move their heart rate to a moderate to vigorous level. During the activities the student's will take their heart rate to show an increased heart rate.</p> <p>Activity Examples: <i>Field Hockey, Dodging and Fleeing Activities, Tag Activities, Basketball, Ultimate Frisbee, Aerobics and Resistance Training, Utilize the Heart Rate Monitors and Pedometers.</i></p>
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Unit Title: 6th grade Advanced Movement Patterns

Course Time: Seven lessons; 42 minutes per class

Overview: Basic movement skills and concepts combine to form movement sequences and advanced skills.

Essential Questions:

1. Why is a variety of movement skills necessary?
2. How can this knowledge improve game strategy?
3. How can advanced skills be applied to make a game more fun and successful?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA 10.5.6A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p>	<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<p>Apply movement skills, concepts and game strategies when participating in physical activities.</p>	<p>Teacher Observation for movement sequences.</p>	<p>After participating in a wide variety of enrichment activities students will be better equipped to apply advanced and basic movement skills.</p> <p>Example Activities: Gymnastics: Floor Exercise Balance Beam Parallel Bars Uneven Bars Pommel Horse Vaulting</p> <p>Track & Field: Sprints Hurdles High Jump Standing Long Jump</p>

Unit Title: 6th Grade Components of Fitness

Course Time: Seven lessons; 42 minutes per class

Overview: Exercise principles influence health and skill-related fitness.

Essential Questions:

1. Which principles of exercise correspond to health-related and skill-related fitness?
2. Why are a variety of components necessary for whole body wellness?
3. How can an effective exercise plan lower risk of health related diseases?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA 10.5.6D</p> <p>Describe and apply the principles of exercise to the components of health related and skill related fitness.</p> <ul style="list-style-type: none"> • cardiorespiratory endurance • muscular strength • muscular endurance • flexibility • body composition 	<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<p>Apply scientific principles and appropriate practice strategies to improve movement skills. cardiorespiratory endurance muscular strength muscular endurance flexibility body composition.</p>	<p>Formative Assessment</p> <p>*ASSESSMENT MUST BE COMPLETED AT THE END OF 5TH GRADE</p>	<p>Fitness Circuit</p> <p>Resistance Training</p> <p>Activity Examples <i>Cardiovascular: Soccer, Field Hockey, Dodging, Fleeing and Tagging Activities, Basketball, Ultimate Frisbee (The students will take their pulse at various times throughout the activities to show increased heart rate)</i></p>

Unit Title: 6th Grade Strategies Invasion Games

Course Time: Seven lessons; 42 minutes per class

Overview: Game strategies utilize to be successful during physical activities.

Essential Questions:

1. How can my team gain an offensive advantage to score a goal/point?
2. How can my team effectively defend?
3. Why is it important to develop a game play strategy with my teammates during invasion, net wall, target & striking and fielding activities?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
PA 10.5.6F Identify and apply game strategies to basic games and physical activities.	Quality lifelong movement is based on scientific concepts/principles.	Apply movement skills, concepts and game strategies when participating in physical activities.	Game Strategies Worksheet – (Cognitive) – checklist Understanding Game Performance Strategies – (Psychomotor) –criteria sheet	Invasion Games: Flag Football Soccer Field Hockey Speedball Matball Basketball

Unit Title: 6th Grade Strategies for Net/Wall and Striking and Fielding

Course Time: Seven lessons; 42 minutes per class

Overview: Game strategies utilize to be successful during physical activities.

Essential Questions:

1. How can an individual gain an advantage while participating in net/wall games?
2. How can my team effectively defend?
3. Why is it important to develop a game play strategy with my teammates during net wall, target & striking and fielding activities?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
PA 10.5.6F Identify and apply game strategies to basic games and physical activities.	Quality lifelong movement is based on scientific concepts/principles.	Apply movement skills, concepts and game strategies when participating in physical activities.	Game Strategies Worksheet – (Cognitive) – checklist Understanding Game Performance Strategies – (Psychomotor) –criteria sheet	Net/Wall Games: Pickle ball Handball Badminton Tennis Table Tennis Striking and Fielding: Softball Kickball

Unit Title: 6th grade: Personal Fitness

Course Time: Seven lessons; 42 minutes per class (Fitness Gram Post-Test)

Overview: Students will be provided with a comprehensive fitness assessment using the Fit Gram instrument.

Essential Questions:

1. How can participation in moderate to vigorous physical increase your overall wellness?
2. What are the long-term benefits of participating in regular physical activities?
3. What types of activities encourage students their personal health?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
PA 10.4.6A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	Participation in physical activity impacts wellness throughout a lifetime.	Identify, assess and engage in various physical activities that support health, physical activities that supports health, physical fitness motor skill improvements, group interactions and enjoyment.	Analyze the results of the Fitness Gram Instrument (Cognitive) - Fitness Gram Assessment Tools (Psychomotor)	Post Fitness Test (Fitness Gram) <i>Cardiovascular: Pacer Test</i> <i>Flexibility: Shoulder Stretch, Sit and Reach, Trunk Lift</i> <i>Abdominal Strength: Curl-ups</i> <i>Upper Body Strength: Push ups, Flexed Arm Hang</i>

7th Grade

Unit Title: Promoting Personal Choice in Activities

Course Time: 7 Lessons; 42 Minutes per class

Overview: The students will engage in a wide variety of activities allowing them to make choices that encourage personal participation through their lifetime.

Essential Questions:

- What affects your personal preference in selecting a physical activity?
- How do peers affect your physical activity preference?
- Which prior physical activity motivated you to continue participating?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>10.4.9.D. Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> • skill competence • social benefits • previous experience • activity confidence <p>National Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>A variety of factors impact physical activity preferences during adolescents.</p>	<p>Participate in a variety of physical activities and describe why self-selected preferences create enjoyment.</p>	<p>Cognitive <i>Personal Choice of Activity (Self Critique)</i></p>	<p>After participating in a wide variety of activities students will be better equipped to make decisions about personal preference. Such as:</p> <p>In-Line Skating Swimming(Lehman Intermediate) Recreational Games: Can Jam, Ladder Ball, Bean Bag Toss, Washer Toss, Bowling, Horseshoes, Ring Toss, Ping Pong Pitch, Golf/Putting.</p>

7th Grade

7th Grade

7th Grade

Unit Title: Promoting Personal-Social Behavior through Cooperative Activities

Course Time: 7 Lessons; 42 Minutes per class

Overview: Students will be able to decipher between positive and negative interactions and how those interactions impact the group's success.

Essential Questions:

- How can adhering to the rules promote positive interaction?
- How can teamwork affect the overall goal?
- Why do social pressures affect how groups function?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>10.4.9.F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <ul style="list-style-type: none"> • group dynamics • social pressure <p>National Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p>The interactions of adolescents that impact the outcome of group physical activity.</p>	<p>Participate in a variety of cooperative learning activities that promote pro-social behaviors among adolescents.</p>	<p>Cognitive</p> <p>7th/8th Grade: <i>Positive and Negative Interactions of Group Members in Physical Activity</i> (Higher Order Questions)</p> <p>9th Grade: <i>Positive and Negative Interactions of Group Members in Physical Activity</i> (Observation and Critique)</p>	<p>Cooperative Games-Large group activity with a single goal.</p> <p>Marble Pass –The group works together to move a marble form the starting line to the finish line using only a PVC pipe to transfer it.</p> <p>Nuclear Waste-The group works together to move an object(the nuclear waste) from one resting point to another using a string tethered carrier.</p> <p>Survivor-A small group works together to move across the gymnasium without touching he floor using a variety of equipment.</p> <p>Orienteering/Geo-Caching- A small group will use a GPS device to locate hidden objects.</p> <p>Small Sided Sport Game Examples: 3 on 3 half court, basketball, soccer, football, field hockey, two base softball, speedball.</p>

7th Grade

7th Grade

Unit Title: Skill-Related Fitness in Movement and Net-Wall Activities

Course Time: 7 Lessons; 42 Minutes per class

Overview: The students will be able to define agility, balance and coordination. They will engage in net-wall games and movement activities to apply these skill-related components.

Essential Questions:

- How would you use each of the skill-related fitness components in an activity you enjoy?
- Why is it important to include all of the skill-related fitness components into your movements?
- Which of the skill-related fitness components do you feel that you need to improve and how would you accomplish this?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>10.5.9.A. Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"> • agility • balance • coordination • power • reaction time • speed <p>National Standard 1: the physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>Skill-related fitness components enhance movement performance.</p> <p>Agility: The ability to change the body's position efficiently and quickly.</p> <p>Balance: An even distribution of weight enabling someone to remain upright and steady.</p> <p>Coordination: The ability to use different parts of the body together smoothly and efficiently.</p>	<p>Apply skill-related fitness components and game strategies in complex games and physical activities.</p>	<p>Cognitive: Mapping Skill Related to Fitness Components 7th (Agility, Balance and Coordination)</p> <p>Psychomotor: Skill Related Fitness Component GPAI (Teacher Observation)</p>	<p>Net-Wall Games: Ping Pong Mini Tennis Paddle Ball/Pickle ball Badminton Volleyball</p> <p>Movement Activities: Gymnastics Track and Field</p>

7th Grade

Unit Title: Fitness Training Principles

Course Time: 7 Lessons; 42 Minutes per class

Overview: Students will gain an understanding of the Fitness Training Principles through fitness training activities.

Essential Questions:

- What is the difference between aerobic and anaerobic exercise?
- How can using the principles of training enhance your fitness level without injury?
- Which principles of training would you use to enhance your fitness program?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>10.5.9.D. Identify and describe the principles of training using appropriate vocabulary.</p> <ul style="list-style-type: none"> • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set <p>National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a healthy lifestyle.</p>	<p>Define the training principles of repetition and set and identify their impact on the effectiveness of a fitness program.</p> <p>Repetition- is the number of times you perform a specific exercise. Set- is the number of cycles of reps that you complete.</p>	<p>Participate in a variety of activities that are congruent with the training principles of set and repetition.</p>	<p>Cognitive</p> <p><i>Principles in Training</i></p> <p>7th(repetition/set)</p> <p>Higher Order Thinking</p> <p>Question and Reflection</p>	<p>Repetition and Set:</p> <p>Fitness circuit:</p> <ul style="list-style-type: none"> • Push ups • Pull ups • Sit-ups • Shuttle Run <p>Strength Training:</p> <ul style="list-style-type: none"> • Various strength training machines • Free weights • Dumbbells • Abdominal exercises • Fitness Bands

7th Grade

Unit Title: Strategies for Invasion Games

Course Time: 7 Lessons; 42 Minutes per class

Overview: Students will be able to utilize different strategies to improve overall game play.

Essential Questions:

- What types of strategies would you use to be successful in a complex game situation?
- How can I effectively communicate with my partner to implement offensive and defensive?
- How can my team make offensive play more aggressive? What strategies can we develop to play effectively during a game?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>10.5.9.F. Describe and apply games strategies to complex games and physical activities.</p> <ul style="list-style-type: none"> • Offensive strategies • Defensive strategies • Time management <p>National Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>Offensive and defensive strategies are used to be successful in complex games and activities.</p> <p>Offensive Strategies:</p> <ul style="list-style-type: none"> • Methods of scoring • Communication • Invading opponents territory <p>Defensive Strategies:</p> <ul style="list-style-type: none"> • Methods of preventing scoring • Covering the correct player or zone • Regaining possession 	<p>Execute at least one of the following offensive strategies: Give and Go or Pick and Roll</p> <p>Execute at least one of the following defensive strategies: Man on man or Zone</p>	<p>Psychomotor/Cognitive <i>Player Movement and Communication</i> (Self Critique and Higher Order Thinking Questions)</p>	<p>Invasion Games: Flag Football Speedball Soccer Basketball Field Hockey Mat Ball</p>

8th Grade

Unit Title: Personal Fitness

Course Time: 7 Lessons; 42 Minutes per class

Overview: Students will engage in FitnessGram to assess their levels of fitness, set fitness goals and engage in a variety of activities to promote improvement.

Essential Questions:

- How can physical activity choices impact my life as an adolescent?
- How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?
- How can you apply the principles of physical education to improve your physical fitness?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA 10.4.9.A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.</p> <p>National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a healthy lifestyle.</p>	<p>Informed selections of physical activities can lead to the achievement of personal fitness and activity goals.</p> <p>Identify barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.</p>	<p>Participate in a variety of activities to enhance the five health-related components: cardiovascular, muscular strength, muscular endurance, flexibility and body composition.</p>	<p>Cognitive/Psychomotor</p> <p><i>Physical Best Fitness Gram</i> (Log with Higher Order Questions)</p> <p>Development of Short and Long term goals to enhance fitness.</p>	<p>Pre Fitness Test (FitnessGram) <i>Aerobic/Cardiovascular: Pacer Test</i> <i>Flexibility: Shoulder Stretch, Sit N Reach, Trunk Lift</i> <i>Abdominal Strength: Curl-ups</i> <i>Upper Body Strength: Flexed Arm Hang, Push-ups</i></p> <p>Post Fitness Test (FitnessGram) <i>Aerobic/Cardiovascular: Pacer Test</i> <i>Flexibility: Shoulder Stretch, Sit N Reach, Trunk Lift</i> <i>Abdominal Strength: Curl-ups</i> <i>Upper Body Strength: Flexed Arm Hang, Push-ups</i></p> <p>Activity Examples Soccer, Field Hockey, Dodging and Fleeing Activities, Tag Activities, Basketball, Ultimate Frisbee, Aerobic and Resistance Training, Utilize the Heart Rate Monitors and Pedometers (The students will take their pulse at various times throughout the activities to show an increased heart rate)</p>

8th Grade

Unit Title: Varied Intensity through Physical Activity

Course Time: 7 Lessons; 42 Minutes per class

Overview: Students will engage in various activities to experience how intensity levels can lead to health improvement.

Essential Questions:

- How is there a connection between physical fitness and the risk factors associated with disease?
- Why is physical activity important in regards to weight management?
- What types of physical activities do you chose to cope with stress?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA 10.4.9.B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <ul style="list-style-type: none"> • stress management • disease prevention • weight management <p>National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a healthy lifestyle.</p>	<p>Weight management Relationships exist between regular participation in physical activity and adolescent health improvement.</p> <p>Stress management – any technique developed to help someone cope with or lessen the physical and emotional effects of everyday life pressure</p> <p>Disease prevention- activities designed to protect people from actual or potential health threats.</p>	<p>Engage in a variety of physical activities that support life-long fitness and activity goals.</p>	<p>Cognitive</p> <p><i>Physical Activity Intensity Analysis</i> (Observation with Higher Order Thinking Questions)</p>	<p>The students will engage in various activities to move their heart rate to a moderate to vigorous level. During the activities the student's will take their heart rate to show an increased heart rate.</p> <p>Activity Examples: <i>Field Hockey, Dodging and Fleeing Activities, Tag Activities, Basketball, Ultimate Frisbee, Aerobics and Resistance Training.</i></p> <p><i>Utilize the Heart Rate Monitors and Pedometers.</i></p>

8th Grade

Unit Title: Promoting Personal Choice in Activities

Course Time: 7 Lessons; 42 Minutes per class

Overview: Students will participate in a large variety of activities allowing them to make choices that encourage personal participation through their lifetime.

Essential Questions:

- What affects your personal preference in selecting a physical activity?
- How do peers affect your physical activity preference?
- Which prior physical activity motivated you to continue participating?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA 10.4.9.D. Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> • skill competence • social benefits • previous experience • activity confidence <p>National Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>A variety of factors impact physical activity preferences during adolescents.</p>	<p>Participate in a variety of physical activities and describe why self-selected preferences create enjoyment.</p>	<p>Cognitive <i>Personal Choice of Activity</i> (Self Critique)</p>	<p>After participating in a wide variety of activities students will be better equipped to make decisions about personal preference. Such as: In-Line Skating Swimming (Lehman Intermediate) Recreational Games: Can Jam, Ladder Ball, Bean Bag Toss, Washer Toss, Bowling, Horseshoes, Ring Toss, Ping Pong Pitch, Golf/Putting.</p>

8th Grade

Unit Title: Promoting Personal-Social Behavior through Cooperative Activities

Course Time: 7 Lessons; 42 Minutes per class

Overview: Students will be able to decipher between positive and negative interactions and how those interactions impact the group's success.

Essential Questions:

- How can adhering to the rules promote positive interaction?
- How can teamwork affect the overall goal?
- Why do social pressures affect how groups function?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
PA 10.4.9.F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. <ul style="list-style-type: none"> • group dynamics • social pressure National Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.	The interactions of adolescents that impact the outcome of group physical activity.	Participate in a variety of cooperating learning activities that promote pro-social behaviors among adolescents.	8 th Grade: <i>Positive and Negative Interactions of Group Members in Physical Activity</i> (Higher Order Questions) 9 th Grade: <i>Positive and Negative Interactions of Group Members in Physical Activity</i> (Observation and Critique)	Cooperative Learning Activities: Marble Pass Nuclear Waste Survivor Orienteering/Geo-Caching Small Sided Sport Games

8th Grade

Unit Title: Skill-Related Fitness in Movement and Net-Wall Activities

Course Time: 7 Lessons; 42 Minutes per class

Overview: Students will engage in various movement and net-wall activities allowing them to utilize skill-related fitness components.

Essential Questions:

- How would you use each of the skill-related fitness components in an activity you enjoy?
- Why is it important to include all of the skill-related fitness components into your movements?
- Which of the skill-related fitness components do you feel that you need to improve and how would you accomplish this?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>10.5.9.A. Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"> • agility • balance • coordination • power • reaction time • speed <p>National Standard 1: the physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>Skill-related fitness components enhance movement performance.</p>	<p>Apply skill-related fitness components and game strategies when participating in complex games and physical activities.</p>	<p>Cognitive: Mapping Skill Related Fitness Components: 8th (Power, Reaction Time, Speed) Psychomotor: Skill Related Fitness Component GPAI (teacher observation)</p>	<p>Net-Wall games: Ping Pong Mini tennis Paddleball/Pickleball Badminton Volleyball Other Movement Activities: Gymnastics Track and Field</p>

8th Grade

Unit Title: Fitness Training Principles

Course Time: 7 Lessons; 42 Minutes per class

Overview: Students will gain an understanding of the Fitness Training Principles through fitness training activities.

Essential Questions:

- What is the difference between aerobic and anaerobic exercise?
- How can using the principles of training enhance your fitness level without injury?
- Which principles of training would you use to enhance your fitness program?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
PA 10.5.9.D. Identify and describe the principles of training using appropriate vocabulary. <ul style="list-style-type: none"> • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a healthy lifestyle.	Training principles identified by specific vocabulary impact the effectiveness of a fitness program. Describe the overload principle using the FITT formula for different type of physical activities.	Participate in a variety of activities that are congruent with the following training principles: Overload and Progression; Aerobic and Anaerobic; circuit and interval training.	Cognitive <i>Principles in Training</i> Overload and Progression; Aerobic and anaerobic; circuit and interval training. (Higher Order Thinking Question and Review)	Fitness Circuit Strength Training activities Muscular endurance activities

8th Grade

Unit Title: 10.5.9.F. Strategies for Invasion Games

Course Time: 7 Lessons; 42 Minutes per class

Overview: Students will be able to utilize different strategies to improve overall game play.

Essential Questions:

- What types of strategies would you use to be successful in a complex game situation?
- How can I effectively communicate with my partner to implement offensive and defensive?
- How can my team make offensive play more aggressive? What strategies can we develop to play effectively during a game?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
PA 10.5.9.F. Describe and apply games strategies to complex games and physical activities. <ul style="list-style-type: none"> • Offensive strategies • Defensive strategies • Time management National Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Offensive and defensive strategies are used to be successful in complex games and activities.	Execute two of the following offensive strategies: Give and Go Pick and Roll Execute two of the following defensive strategies: Man on man zone	Psychomotor/Cognitive <i>Player Movement and Communication</i> Self -Critique and Higher Order Thinking Questions related to game strategies.	Invasion games: Flag Football Speedball Soccer Basketball Field Hockey Mat Ball