



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Physical Education
Grade 7

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



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Springfield Public Schools **Springfield, New Jersey**

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*Springfield Board of Education
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"Cultivating compassionate and extraordinary learners"

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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

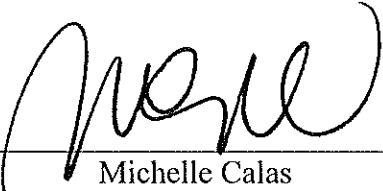
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
 - K-12 Comprehensive Health
 - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Physical Education **Grade Level:** 7th **Unit Title:** Fitness

Unit Summary: Students will be introduced to a variety of fitness-based activities that target different muscle groups and increase fitness levels. Students will participate in activities that increase endurance.

Primary Interdisciplinary Connections: Anatomy/Wellness

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: To promote functional movement and elevate cardiovascular levels in students. To have a better understanding of how the components of physical fitness can maintain a healthy, active lifestyle.

Learning Targets

Standards: 2.2 Physical Wellness
8.2 Computer Science
9.4 Career Readiness

Content Statements:

Physical Fitness: 2.2.8 PF - A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Lifelong Fitness: 2.2.8 LF - Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Impacts of Computing: 8.1.8 IC - Advancements in computing technology can change individual's behavior.

Creativity and Innovation 9.4.8 CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).



2.2.8.PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.

Unit Essential Questions:

- How can you use physical fitness to improve your overall health?
- How can the components of fitness be used to develop a training plan or workout?
- Why is it important to have a personal goal when developing a fitness plan?
- What are some fitness activities that can specifically target the age groups being taught?

Unit Enduring Understandings:

- Focus on consistently elevating heart rate and improving physical fitness.
- Have a better understanding of developing a workout plan and understanding target areas.
- Perform activities that can be safe, enjoyable, and beneficial to one's health.
- Learn to develop a lifetime interest in fitness and wellness.

Unit Learning Targets:

Students will:

- Demonstrate safety when using equipment, specifically weights.
- Identify the five fitness components and how they help increase fitness levels.
- Demonstrate the ability to increase cardiovascular strength and endurance.
- Learn how to better perform functional movements that are fitness related.



Evidence of Learning

Summative Assessment:

Fitness assessment.

Student assessment of performance. (Beginning vs End)

Equipment Needed: jump ropes, medicine balls, mats, dumbbells, resistance bands, agility ladders, hurdles, skill sheets, and stopwatch.

Teacher Resources: www.pecentral.com

www.biggerfasterstronger.com

Formative Assessments:

- Daily Proficiencies
- Skill Assessment



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Lesson Plans

Lesson	Time Frame
Lesson 1 Fitness Stations	1 period
Lesson 2 Jogging/Track Circuit	1 period
Lesson 3 Two by Two Fitness	1 period

Teacher Notes:

Stress the importance of doing each activity properly in order to receive maximum health benefits and avoid injury.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.pecentral.com>

<http://www.biggerfasterstronger.com>



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Fitness Stations Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology:

stopwatch
heart rate monitor

Equipment Needed: mats, jump ropes, agility ladders, medicine balls and stopwatch.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Increase muscular strength and endurance. ● Increase balance and coordination. ● Develop stability and functional movement.	Lesson Sequence 1. Students will get changed for class. 2. Students will get into their squad lines. 3. Attendance will be taken. 4. Students will perform the warm-up consisting of 5 laps, 10 push-ups and sit-ups, jacks and flings. 5. Teacher will explain the fitness stations. 6. There will be 6 stations. Military press (dumbbells), lateral raise (dumbbells), hammer curls (dumbbells), jump rope, front/back hops and push-ups.	● How much effort did the students display? ● Did students use proper form and technique when performing movements? ● How challenging were the activities for the students?



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7. Students will be at each station for around a minute.
8. Teacher will rotate the students on the whistle.
9. This will be repeated throughout class.
10. Cool down.
11. Students will change at the end of class.

Differentiation:

Have a variation or option at each station to ensure students' success.
Have students work with a partner if needed at a station.

Resources Provided:

- Internet
- Fitness magazine



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Jogging/Track Circuit Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology:

www.pecentral.com

Equipment Needed: Cones, stopwatch and music.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Improve conditioning and activity levels. - Increase cardiovascular endurance and strength.	Lesson Sequence - Students will get changed for class. - Students will get into their squad lines. - Attendance will be taken. - Class will walk from FMG to the track at the HS. - Students will perform the warm-up consisting of 5 laps, 10 push-ups and sit-ups, jacks and flings. - Teacher will explain the running circuit on the track. - Students will jog the straightaway and walk the turns for an allotted amount of time.	- Did the students remain active during the running portion of class? - Students overall conditioning assessment.



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8. Once the jogging is done, students will perform the shuttle run.
9. Cool down.
10. Class will walk back to FMG.
11. Students will change at the end of class.

Differentiation:

Extend the rest/walk time for students who need longer recovery time.

Resources Provided:

- stopwatch



Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Two by Two Fitness
		Time Frame:	1 period
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Anatomy/Wellness			
Integration of Technology: www.pecentral.com stopwatch			
Equipment Needed: Cones, stopwatch and batons or foam balls			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate speed, agility and change of direction. • Increase cardiovascular endurance. • Demonstrate the ability to work together, provide support and feedback and demonstrate the ability to compete.	Lesson Sequence 1. Students will get changed for class. 2. Students will get into their squad lines. 3. Attendance will be taken. 4. Students will perform the warm-up consisting of 5 laps, 10 push-ups and sit-ups, jacks and flings. 5. Teacher will explain the activity of two by two fitness. 6. The teacher will provide each student with a copy of the following two by two worksheet. Listed on	• Assess the overall effort and competitiveness of the class. • Did students use any strategy with teammates for the activity? • How fatigued were students prior to the cool-down?



the handout are 15 different tasks. While teaming with a new partner for each task each student is to attempt to complete the entire sheet of fitness activities. Each time a task is completed, the two partners should sign each other's sheet. After the completion of one task the students should find someone new to do a different task with.

7. Cool down.
8. Class will walk back into the gym.
9. Students will change at the end of class.

Differentiation:

Group students with similar ability levels.
Change the distance covered by the students.

Resources Provided:

- Internet
- workshops



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	7th	Unit Title:	Fitness
Created:	Michael Goerge	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 7th **Unit Title:** Project Adventure

Unit Summary: The project adventure unit, will provide examples and experiences of activities to enhance student understanding of self-esteem, problem solving, compassion, and respect for differences.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: The Project Adventure unit is designed for students to demonstrate competency in many movement forms. Students will demonstrate movement concepts and principles in order to exhibit a physically active lifestyle. The adventure curriculum will allow students to demonstrate an understanding and respect for differences among people in physically active settings and provide opportunities for enjoyment, challenge, self-expression, and social interaction.

Learning Targets

Standards: 2.1 Personal and Mental Health
 2.2 Physical Wellness
 2.3 Safety
 8.1 Computer Science
 9.4 Career Readiness

Content Statements:

Personal Growth and Development: 2.1.8.PGD - Responsible actions regarding behavior can impact the development and health of oneself and others.

Emotional Health: 2.1.8.EH - Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

Movement Skills and Concepts: 2.2.8.MSC - Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Physical Fitness: 2.2.8.PF - A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).



Lifelong Fitness:	2.2.8.LF - Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Personal Safety:	2.3.8.PS - Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.
Impacts of Computing:	8.1.8.CI - Advancements in computing technology can change individuals' behaviors.
Creativity and Innovation:	9.4.8. CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
CPI#:	Cumulative Progress Indicator (CPI):
2.1.8.PDG.4	Analyze the relationship between healthy behaviors and personal health.
2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.3.8.PS.1	Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety,
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
Unit Enduring Understandings: • Respect for differences. • Problem solving techniques. • Using compassion to build self-esteem.	



Unit Learning Targets:

Students will:

- Demonstrate an understanding of movement concepts and the use of motor skills.
- Demonstrate responsible personal and social behavior.
- Demonstrate the ability to use effective interpersonal skills.
- Demonstrate the ability to use the decision-making skills of appropriate goal setting, risk taking, and problem solving.
- Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in Adventure activities.
- Demonstrate an understanding of and respect for differences.



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Evidence of Learning

Summative Assessment: Reflections, Full Value Contract

Equipment Needed: Middle School Project Adventure Pack

Teacher Resources: Panicucci, J., Hunt, L. F., Kohut, A., Rheingold, A., & Stratton, N. (2002). Adventure curriculum for physical education: Middle school. Beverly, MA: Project Adventure.

Formative Assessments:

- Class discussion
- Question and answer period
- Closure reflections on OnCourse



Lesson Plans

Lesson	Time Frame
Lesson 1 Captain's Calling	1 period
Lesson 2 Giants, Wizards, and Elves	1 period
Lesson 3 Full Value Speed Rabbit	1 period

Teacher Notes:

FVC stands for "Full Value Contract"

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.project-adventure.org

Panicucci, J., Hunt, L. F., Kohut, A., Rheingold, A., & Stratton, N. (2002). *Adventure curriculum for physical education: Middle school*. Beverly, MA: Project Adventure.



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Captain's Calling Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Character Education

Integration of Technology: Online assessment using student laptops on Quia

Equipment Needed: Boundary Markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize each person in the class by name. - Work together as a new group. - Experience and participate in the community. - Demonstrate positive working relationships with each other.	Lesson Sequence - Students will come to class. Attendance will be taken and students will perform their warm up. - The class will gather together so I can explain the activity. - The game we are about to play involves acting out different situations very quickly. - The teacher will teach and demonstrate the following motions and encourage the class to make up some of their own as well. - Commands of the ship:	- Class participation. - Class discussion.



6. (1 person) “Attention”- students stand at attention until the person who is designated Captain says, “At ease”.
7. (1 person) “Swab the Deck”- Make a mopping motion.
8. (2 people) “Captain’s Waltz”- Do a waltz-type move with a partner.
9. (3 people) “Lifeboats Out”- Form a single-file line, sit down, and pretend to row a boat really quickly.
10. (4 people) “Captain’s Table”- Stand in a square and eat, very politely of course.
11. (5 people) “Starfish”- Put both hands in the center of the fivesome and spin around.
12. (Everybody) “Person Overboard”- Everyone who has to go out can now come back into the game by being “rescued” by other passengers.
13. Once we have gone through all the commands of the ship, I will point out the boundaries.
14. I will show the class the “bow” (front), “stern” (back), “port” (left), and “starboard” (right) of our ship. Also “overboard” which will be directly outside the port and starboard.



15. I will explain to the class that when they hear one of the above commands, they are to follow the directions as quickly as possible. Anyone who is not able to follow the commands must go “overboard” until “Person Overboard” is called. For example, if “Lifeboats Out” is called, and a student is not able to find a place in a three-person lifeboat, that student will go overboard.
16. If the Captain calls “Attention” and does not say “At ease,” students should not move. If they do, send ‘em overboard!
17. If the Captain calls, “Bow,” “Stern,” “Port,” or “Starboard”, students are to run to that side of the ship as quickly as possible.
18. As a closure, we will come together as a class and discuss the activity.

Differentiation:

Mixed ability grouping.

Offer students the chance to be the Captain.

Resources Provided:

- www.project-adventure.org
- Adventure Curriculum for Physical Education: Middle School -Textbook



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Giants, Wizards, and Elves Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Character Education

Integration of Technology: NA

Equipment Needed: 15-20' long rope
4 cones
Boffer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize each person in the class by name. - Work together as a new group. - Experience and participate in the community. - Understand that the differences students bring to the class are valuable.	Lesson Sequence - Students will come to class. Attendance will be taken and students will perform their warm up. - The class will gather together so I can explain the activity. - Class setup: Place the rope in the middle of the gym. Place 2 cones approximately 20 yards from the rope on one side, and two cones 20 yards from the rope on the other side.	- Class discussion. - Class participation.



4. Divide the class in half; place each group on opposite sides of the rope. Students will stand with their toes on the line, and then take two steps backward.
5. I will demonstrate the three signs the students will need to know:
6. “A Giant stands up on tiptoes, keeps arms raised overhead, and gives loud roars.”
7. “A Wizard stands on one foot, puts her hands in front of her, wiggles her fingers, and says ‘Shazam’!”
8. “An Elf squats down, puts his hands behind his head, and yells ‘Tweedle, tweedle, tweedle.’ In a squeaky elfish voice.”
9. Students will demonstrate and practice all three signs before we begin the activity.
10. I will explain that Giants chase Wizards, Wizard chase Elves, and Elves chase Giants. The goal of the activity is for each group to win members from the other group until there is only one group left!
11. Each group huddles together behind their cones and selects a sign that they will make to represent their group (either a Giant, a Wizard, or an Elf). All members of the team have to agree to



- make the same sign. 45 seconds will be given to the group to pick a sign.
12. The students return to the two steps behind their ropes. One the count of three, the groups simultaneously give their signs. The group that becomes the chasers (based on their sign and the other group's sign) tries to tag flee-ers before they run behind their cones. When tagged, flee-ers join the chasing group.
 13. For example, group A shows Wizards as their sign, group B shows Elves. Group A becomes the chasers and group B the 'flea'. Any group B students who are tagged must join the A team.
 14. After each round, groups should reassemble behind their cones to each pick another sign. The game continues until there is only one group left.
 15. As a closure the class will come together to discuss the activity. I will ask the class "What did you do as a group to make this game fun?" "How did your group decide which sign to make?" "How did you come to an agreement?" "Is there anything that you would do differently?"



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Differentiation:

Mixed ability grouping.

Resources Provided:

- www.project-adventure.org
- Adventure Curriculum for Physical Education: Middle School -Textbook



Lesson Plan 3 Template		
Content Area: Physical Education	Lesson Title: Speed Rabbit	Time Frame: 1 period
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Character Education		
Integration of Technology: Online assessment using student laptops on Quia		
Equipment Needed: None		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the importance of creating a Full Value Contract for their class. - Recognize the five components of the Full Value Contract: Be Here, Be Safe, Be Honest, Let Go and Move On, and Set Goals. - Understand and recognize behaviors that are consistent with the FVC. - Understand the concept of Challenge by Choice.	Lesson Sequence - Students will come to class. Attendance will be taken and students will perform their warm up. - The class will gather together so I can explain the activity. - Class setup: Ask the class to stand in a circle, shoulder to shoulder. Have fun with the demonstration of this activity, and fully participate with the students to role model enjoyable, zany behavior. It sets a lighthearted tone and reinforces the	- Class discussion. - Class participation.



message that it is OK to try new things.

4. Explain to the class, “We will be playing a game using each of the Full Value Contract components: Be Here, Be Safe, Be Honest, Let Go and Move On, and Set Goals.”
5. Have the class develop a “statue” or “symbol” that represents each of the five Full Value components. These “symbols” are composed of three people each. Have the class practice making the various symbols.
6. Choose one person (the leader) to be in the center of the circle. The leader turns around and around in a circle, then randomly points to someone in the circle and calls out a symbol or Full Value component. The leader counts to five or ten, depending on how difficult you want to make the game.
7. The player who is pointed to becomes the main body of the statue; the people who are on either side of this player are the two sides. They must try to arrange themselves into this symbol before the leader finishes counting to ten. If they don’t, the part of the statue that is not in place



takes the leader's spot in the middle of the circle. If they are done in time, the leader stays put.

8. As the class learns the different symbols, add animals and other creative statues to the game.
9. Example of symbols or statue ideas:
10. BE HERE- Center person stands in a sumo wrestler stance, with hands on the hips. Side people each grab one of the "wrestler's" arms and pull, showing that the center person is "here".
11. BE SAFE- Center person waves a baseball "safe" sign while each of the side people puts a leg in the middle as if sliding into a base.
12. LET GO and MOVE ON- Center person turns his or her back while the people on the side pretend to be letting go of a rope that they have been pulling on.
13. ELEPHANT- Center person extends left arm down and holds nose with right hand to form a trunk. Side people will form ears by facing the center person and making a C shape with their arms.
14. RABBIT- Center person uses hands to make rabbit ears on his or her head. Side people each



- stand near the center person while making a fast stepping motion with their legs like a rabbit.
15. Once we are done with the activity, the class will split into small groups. Each group will have to answer and discuss questions I will ask.
 16. Groups will discuss one of the full value components.
 17. Groups will answer the question, “How will we know when we are doing our Full Value component and when we are not doing it?” Each group will report out to the whole class.
 18. Finally we will discuss how the students will maintain the contract. Who is responsible for monitoring it?

Differentiation:

Mixed ability grouping.

Change the amount of time the leader counts.

Create different symbols.

Resources Provided:

- www.project-adventure.org
- Adventure Curriculum for Physical Education: Middle School -Textbook



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			X
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	7th	Unit Title:	Project Adventure
Created:	Michael Goerge	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 7th **Unit Title:** Lacrosse

Unit Summary: Students will completely identify the rules of lacrosse. They will also demonstrate skills such as cradling, passing, and shooting. Students will identify and use correct strategy on both offense and defense that will be displayed in a lacrosse game setting.

Primary Interdisciplinary Connections: Anatomy/Wellness

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the conclusion of the unit students will be able to demonstrate the appropriate skills needed for a lacrosse game. To promote fitness through the participation in the sport of lacrosse.

Learning Targets

Standards: 2.1 Personal and Mental Health
 2.2 Physical Wellness
 8.1 Computer Science
 9.4 Career Readiness

Content Statements:

Personal Growth and Development:	2.1.8.PGD - Individual actions, genetics, and family history can play a role in an individual's personal health.
Movement Skills and Concepts:	2.2.8.MSC - Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
Physical Fitness:	2.2.8.PF - A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
Lifelong Fitness:	2.2.8.LF - Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Impacts of Computing:	8.1.8.CI - Advancements in computing technology can change individuals' behaviors.
Creativity and Innovation:	9.4.8. CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.



CPI#:	Cumulative Progress Indicator (CPI):
2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.

Unit Essential Questions:

- Why is cradling, passing, and shooting essential when participating in lacrosse?
- What type of strategy can be used in lacrosse to be successful?
- Why does lacrosse require skill and teamwork?
- How can I increase my fitness level by participating in the game of lacrosse?

Unit Enduring Understandings:

- Students will work cooperatively to make each team member better and achieve success.
- Students will have a better understanding of rules, positions and responsibilities to compete in a game.
- Utilizing sport specific skills that have been taught will increase a student's confidence in participating in the game as a team sport.
- Participating students will increase heart rate and elevate fitness levels.

Unit Learning Targets:

Students will....

- Correctly identify the rules and regulations on lacrosse.
- Identify the dimensions of the court.
- Identify the difference in execution of offense and defense.
- Utilize strategy on the court during games and demonstrate teamwork and communication with fellow team members



Evidence of Learning

Summative Assessment: Quia Test
Skill Assessment

Equipment Needed: lacrosse balls, lacrosse stick, goals, cones, pennies, scoreboards, timers

Teacher Resources: NFHS lacrosse rule book, lacrosse study guide, internet

Formative Assessments:

- Daily Proficiencies
- Skill Assessment
- Daily Observations



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Lesson Plans

Lesson	Time Frame
Lesson 1 Passing	1 period
Lesson 2 Catching/Cradling	1 period
Lesson 3 Shooting/2 on 2	1 period

Teacher Notes:

None

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.laxrules.com>

<http://www.pecentral.com>



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Passing Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology: NA

Equipment Needed: Lacrosse balls, lacrosse stick, cones, pennies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to properly grip the lacrosse stick. - Accurately pass the ball to the target	Lesson Sequence - Attendance will be taken in their lines. - The warm-up will be introduced to the students. - Students perform the warm-up. (5 laps, 10 sit-ups, 10 push-ups 10 jacks, 10 flings) - Teacher will demonstrate the proper way to throw and catch in Lacrosse. - Students will find a partner. - Students will practice throwing and catching from a 5-yard distance.	- Are students showing proper hand placement and grip - Are students showing offensive strategies when passing? - Assessment of passing skills.



7. Students will practice throwing and catching from a 10-yard distance.
8. Students will practice throwing and catching from a 15-yard distance.
9. Students will focus on looking at the ball, and work in sets of ten.
10. The class will have a chance to circulate and move around while catching.
11. Cool down
12. Students change for class.

Differentiation:

Change up the amount of students per team based on the level of the students.

Can change the playing area size to accommodate different levels.

Decrease the distance between the passing targets

Resources Provided:

- Internet
- lacrosse study guide



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Catching Time Frame: 1 Period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology: Skill assessment on Quia

Equipment Needed: Lacrosse balls, lacrosse stick, cones, pennies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - At the conclusion of the lesson students will be able to demonstrate the correct way to catch a Lacrosse ball using proper handgrip. - Students will be able to demonstrate the ability to cradle the ball after the catch.	Lesson Sequence - Attendance will be taken in their lines. - The warm-up will be introduced to the students. - Students perform the warm-up. (5 laps, 10 sit-ups, 10 push-ups 10 jacks, 10 flings) - Teacher will demonstrate the proper way to pass. - Students will be in two groups facing each other. The first person in the group has the ball. They will start by passing it to the other person in line facing them. The other group will catch it and throw it back. They will pass and catch for 10	- Are students showing proper hand placement and grip? - Are students showing proper grip when cradling the ball? - Assessment of catching skills.



yards while walking and then pass the ball back to the next two people in line.

6. Now students will pass and catch while jogging for 10 yards.
7. Students will then pass and catch for 15 yards while running.
8. Students will be divided into teams and compete in a relay race using the skills they just learned.
9. The first two people in each line will do this.
10. Cool down
11. Students change for class.

Differentiation:

Change the distance between the two students passing the ball.
Use lacrosse sticks with the catching band on it to increase success rate.

Resources Provided:

- Internet
- lacrosse study guide



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Shooting/2 on 2 Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology: Unit Test on students laptops using Quia

Equipment Needed: Lacrosse balls, lacrosse stick, cones, pennies, goals

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - At the conclusion of the lesson students will be able to demonstrate how to shoot a Lacrosse ball using the proper technique and throwing hands to the target. - Students will demonstrate a proper way to cradle before shooting. - Students will utilize strategy on the field during games and demonstrate teamwork and communication with fellow teammates.	Lesson Sequence - Attendance will be taken in their lines. - The warm-up will be introduced to the students. - Students perform the warm-up. (5 laps, 10 sit-ups, 10 push-ups 10 jacks, 10 flings) - Teacher will demonstrate shooting using the straight shot and bounce shot. - Students are in two groups. One for each goal. Students will face the goal and practice the straight shot and bounce shot from 5 yards away then retrieve their ball from the net and pass it to the next person.	- Assessment of shooting skills. - Are students showing offensive strategies when shooting? - Are students displaying cooperative skills and teamwork strategy when engaging in small group games? - Unit Test



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- | | | |
|--|--|--|
| | <ol style="list-style-type: none">6. Students repeat the activity from 10 yards.7. Students repeat the activity from 15 yards.8. With time remaining students will play a modified game in a condensed area.9. Cool down10. Students change for class. | |
|--|--|--|

Differentiation:

Change the distance of the goal when shooting.
Group students together by similar ability levels.

Resources Provided:

- Internet
- lacrosse study guide



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			x
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Physical Education	Grade Level: 7th	Unit Title: Lacrosse
Created: Michael Goerge	Board Approved on:	



Unit Overview Template

Content Area:	Physical Education	Grade Level:	7th	Unit Title:	Basketball
Unit Summary: Students will continue to develop their passing, dribbling and shooting skills used in basketball. Students will continue to learn how to play offense and defense during a game and will demonstrate an understanding of the rules of the game of basketball.					
Primary Interdisciplinary Connections: Wellness/Anatomy					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Promotes an appreciation for basketball to help students find a lifelong activity and lead healthy and active lives.					

Learning Targets

Standards:	2.1 Personal and Mental Health 2.2 Physical Wellness 8.1 Computer Science 9.4 Career Readiness
Content Statements:	
Personal Growth and Development:	2.1.8.PGD - Individual actions, genetics, and family history can play a role in an individual's personal health.
Movement Skills and Concepts:	2.2.8.MSC - Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
Physical Fitness	2.2.8.PF - A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
Lifelong Fitness	2.2.8.LF- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Impacts of Computing:	8.1.8.CI - Advancements in computing technology can change individuals' behaviors.
Creativity and Innovation:	9.4.8.CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.



CPI#:	Cumulative Progress Indicator (CPI):
2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
Unit Essential Questions: • How do you apply the basic skills of basketball (passing, shooting, dribbling) to a game situation? • What is the role of the offense? What is the role of the defense? • What is the importance of playing your assigned position and being a successful team player? • How can I control my body during games? • What does good sportsmanship look like?	
Unit Enduring Understandings: • Unit Enduring Understandings • Students will work as a member of a team to achieve a common goal. Students will incorporate rules of team sports in order to play the game successfully. • Learning safe, effective, and efficient movements for a team sport will provide a student with confidence to continue to perform health-enhancing physical activity throughout life. • Responsible personal and social behavior enhances enjoyment of physical activity	
Unit Learning Targets: Students will....	



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- Continue to develop their skills of dribbling, shooting and passing a ball properly.
- Know when to use the overhead, chest or bounce pass. • Understand the markings of the court.
- Understand the rules of the game and demonstrate comprehension during game play.
- Understand the roles of offense and defense, as well as the importance of playing your position in order to succeed as a team.



Evidence of Learning

Summative Assessment:

Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test - basketball rules, regulations, player position

Skills Test - students will demonstrate the proper mechanics of shooting, passing and dribbling

Equipment Needed: basketballs, basketball courts, cones, pennies, scoreboards, timers

Teacher Resources: NFHS basketball rule book

Formative Assessments:

- Daily proficiencies
- Skills test



Lesson Plans

Lesson	Time Frame
Lesson 1 Dribble Tag	1 period
Lesson 2 Layup	1 period
Lesson 3 Foul Shot	1 period

Teacher Notes:

Use different games to focus on each skill of basketball (shooting, rebounding, passing, dribbling, guarding, etc.) Stress the importance of being a part of a team and working together to achieve a goal. Continue to teach the importance of offense vs. defense and the importance of playing your position to help the team be successful. Work on building up to full games on a full court by the end of the unit.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.pecentral.com

<http://www.fiba.basketball/basic-rules>



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Dribble Tag Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology: NA

Equipment Needed: basketballs, cones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Work on dribbling with a defense and protecting their ball. • Learn to effectively move in open and closed space.	Lesson Sequence 1. Only half court will be used. 2. Students start out anywhere on the court. 3. They must dribble the ball and defend their ball at the same time from the other students. 4. Students are trying to knock away their opponent's balls while dribbling. 5. If a student's ball gets knocked out of their hands they are out for that round.	• Are the students able to dribble and show awareness of other players? • Are students able to knock away opponent's balls showing good defensive strategies? • Assessment of dribbling skills.
Differentiation: Change the playing area size to accommodate different levels.		



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Change the amount of time played, anyone left at the end is a winner as opposed to knocking down one student.

Change to a 'how long did each student last' theme, having the students work better their previous time and feel a sense of accomplishment that way

Resources Provided:

- www.pecentral.com



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Layup Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology: NA

Equipment Needed: basketballs, cones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how to effectively pass the ball to their teammates while avoiding defenders. - Be able to choose the appropriate type of pass to use in each situation. - Learn the correct way of taking a layup.	Lesson Sequence - Students will dress for class. - Students report to their squads for attendance. - Students will perform warm-up. - Teacher demonstration, then in sequence: - Keep eyes focused above the rim and on the backboard. - Take off on the opposite foot that you're a shooting hand. - Lay the ball against the	- Assessment of shooting skills. - Assessment of defensive skills. - Assessment of knowledge of the rules during game situations.



- backboard with a gentle touch.
- d. Land with slight bend in the knees.
- e. Student demonstration.
5. Students will break up into two lines at each hoop. One line is the player taking a layup and the other is the rebounding line.
6. Students will dress and dismiss.

Differentiation:

Change the pace of layups to accommodate those who are struggling.

Resources Provided:

- www.pecentral.com



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Foul Shot Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology: Skill assessment and Unit Test using Quia

Equipment Needed: basketballs, cones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how to effectively pass the ball to their teammates while avoiding defenders. - Learn the proper technique of shooting a foul shot.	Lesson Sequence - Students will dress for class. - Students report to their squads for attendance. - Students will perform warm-up. - Warm-up dribble and bounce/chest pass. - Students will get into their groups at one of the six basketball hoops. - Students will take turns shooting foul shots. - One player shoots while the others rebound. - Players get two shots then rotate.	- Assessment of shooting skills. - Skills test - Unit Test



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Differentiation:

Change the distance of the foul shot.

Resources Provided:

- www.pecentral.com



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			x
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	7th	Unit Title:	Basketball
Created:	Michael Goerge	Board Approved on:	Type Here		



Unit Overview Template

Content Area:	Physical Education	Grade Level:	7th	Unit Title:	Archery
Unit Summary: After being introduced to Archer in 6th grade, students will review the skills of Archery such as the seven steps of shooting and all safety positions.					
Primary Interdisciplinary Connections: Anatomy, mathematics					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: After having an introductory unit to archery in 6th grade, 7th and 8th graders will be introduced to the compound bows.					

Learning Targets

Standards:	
	2.2 Physical Wellness 8.1 Computer Science 9.4 Career Readiness
Content Statements:	
Movement Skills and Concepts:	2.2.8.MSC - Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
Physical Fitness:	2.2.8.PF - A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
Lifelong Fitness:	2.2.8.LF - Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Impacts of Computing:	8.1.8.DA - The purpose of cleaning data is to remove errors and make it easier for computers to process
Creativity and Innovation:	9.4.8. CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, ance, recreational activities).



2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
Unit Essential Questions: • What are the 7 steps to shooting? • What are the proper safety precautions that need to take place in order to be successful in archery? • What is the resistance I need in order to be able to shoot the arrow?	
Unit Enduring Understandings: • Students will have a better understanding of rules, positions and responsibilities to compete in archery • Utilizing sport specific skills that have been taught will increase a student's confidence in participating in archery	
Unit Learning Targets: Students will.... • Correctly identify the rules and regulations of archery • Identify the dimensions of the target and the proper scoring • Identify the 7 steps of shooting	



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Arrows, targets, curtain, quivers, arm guards, bows

Teacher Resources: NASP

Formative Assessments:

- Daily Proficiencies



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Lesson Plans

Lesson	Time Frame
Lesson 1 Safety, parts of compound bow, and drawing	1 period
Lesson 2 Shooting-7 Steps	1 period
Lesson 3 Scoring	1 period

Teacher Notes:

Type Here

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.pecentral.com



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Safety, parts of compound bow, and drawing	Time Frame: 1 period
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Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness, anatomy

Integration of Technology: NA

Equipment Needed: arrows, curtain, targets, quivers, and arm guards.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understanding of the safety procedures. - Identify different parts of the bow - Find a resistance that works for them and properly draw back the bow string.	Lesson Sequence - Introduce the compound bow, notice the differences between this and the other bow that was used last year. - Parts of bow: handle, arrow shelf, bow string, serving, lower limb, upper limb, cable guard, and adjustment bolts. - Students will be broken up into small groups. Each group will get a bow. - Students will practice holding the bow properly and drawing back the string. - Review safety procedures: no on nocks	Daily Proficiencies



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the arrow till cued, no
one shoots till cued, and
no one retrieves till cued.
All students are to remain
behind the quivers at all
times, until instructed to
retrieve arrows.

Differentiation:

Students in mixed ability groups and different size bows, which causes different resistances.

Resources Provided:

- NASP



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Shooting 7-Steps Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness, Anatomy

Integration of Technology: NA

Equipment Needed: arrows, curtain, targets, quivers, and arm guards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the proper parts of the arrow: cock feather, knock, and tip/point. - Demonstrate how to properly shoot an arrow characterized by holding the bow with the left hand with the string facing towards the body, placing the arrow on the bow with the cock feather facing up and the knock inside the string, grasping the arrow with the three middle fingers and pulling back towards the face keeping the elbow up and out, and finally aiming at the	Lesson Sequence - I will locate and show the students the different parts of the arrow: notch, cock feather, vane, crest, shaft, and filing. - I will then review and demonstrate the 7 steps to shooting: Stance, Nock, Draw, Anchor, Aim, Release, and Follow Through. - I will also briefly review the safety procedures. - Students will then be broken up into five groups, one for each target. - Each group will get a bow, and practice a draw before shooting an arrow.	Daily Proficiencies



target and releasing the arrow a minimum of at least 3 times. • Demonstrate how to properly retrieve arrows characterized by placing their one hand on the target and grasping the arrow with the other. Students must twist and turn the arrow so the target does not rip and so the arrow does not get damaged.	6. Students will demonstrate the 7 steps of shooting 7. When ready students will shoot an arrow aiming at the target. 8. On my cue students will retrieve arrows and the next person in line will go.	
Differentiation: Mixed ability groups		
Resources Provided: • NASP		



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Scoring Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy, mathematic

Integration of Technology: NA

Equipment Needed: Score sheets, targets, pencils, arrows, bows, arm guards, curtain

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate and identify the different parts of the target and know that each area has a point value. - Understand the rules and scoring of archery - Record scores on the score sheets provided to them.	Lesson Sequence - Student's will be broken up into five groups and take turns shooting. - On my instruction students will string a bow and grab 5 arrows for their group. - The first group will set up to shoot; before everyone shoots I will check the bows and arrows. On my call students will shoot at their designated target. - After all groups have shot, students will retrieve arrows on my queue and also record their own personal score.	Daily Proficiencies



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5. After all arrows are retrieved the next group of students will go.
6. Students that just shot will count up their score and record it on the scorecard provided to them.
7. Review Scoring: white=1 point, black=3 points, blue=5 points, red=7, and yellow =9
8. Rebounds=3 points

Differentiation:

Group students with similar abilities together

Resources Provided:

- NASP



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			X
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	7th	Unit Title:	Archery
Created:	Michael Goerge	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 7th **Unit Title:** Badminton

Unit Summary: Students will fully understand the rules and scoring of badminton. Students will demonstrate skills such as the serve, rally, backhand, forehand, overhead clear, drop and smash. Students will identify and use correct strategy on both offense and defense that will be displayed in a badminton game setting.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the conclusion of the unit students will be able to demonstrate the appropriate skills needed for a game of badminton. To promote lifelong fitness through participation in the sport of badminton.

Learning Targets

Standards: 2.2 Physical Wellness
 8.1 Computer Science
 9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.8.MSC - Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

Physical Fitness: 2.2.8.PF - A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Lifelong Fitness: 2.2.8.LF - Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Impacts of Computing: 8.1.8.DA - The purpose of cleaning data is to remove errors and make it easier for computers to process

Creativity and Innovation: 9.4.8. CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, ance, recreational activities).



2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.

Unit Essential Questions:

- How are the different shots in badminton used both offensively and defensively?
- What type of strategy can be used in the game of badminton to be successful?
- How can fitness levels and physical condition increase through participation in badminton?
- How can students stay actively engaged throughout the activity?

Unit Enduring Understandings:

- Students will work cooperatively with their partner to make each other better and achieve success.
- Participating students will increase heart rate and elevate fitness levels.
- Utilizing sport specific skills that have been taught will increase a student's confidence in participating in the game as a team sport.
- Students will have a better understanding of rules, positions and responsibilities to compete in a game.

Unit Learning Targets:

Students will....

- Learn the overhead clear, smash, and drop shot.
- Learn the correct scoring of the game.
- Identify the difference in execution of offense and defense.
- Utilize strategy on the court during games and demonstrate teamwork and communication with doubles partners.



Evidence of Learning

Summative Assessment:

Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Rackets, birdies, nets, timers, and scorecards.

Teacher Resources: BWF rules and regulations, badminton study guide

Formative Assessments:

- Daily proficiencies
- Skills test



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Lesson Plans

Lesson	Time Frame
Lesson 1 Overhead Clear	42 minutes
Lesson 2 The Serve	42 minutes
Lesson 3 Serve & Rally	42 minutes

Teacher Notes:

Type Here

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.badminton.org/badminton-rules>

<http://www.pecentral.com>



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Overhead Clear Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology:

www.badminton.org
www.pecentral.com

Equipment Needed: Racquets, birdies, and nets.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - At the conclusion of the lesson students will be able to execute an overhead clear using proper technique. - Students will use the overhead clear as a defensive tactic to move the opponent back. - Students will develop strategy and teamwork with doubles partners.	Lesson Sequence - Students will dress for class. - Students report to their squads for attendance. - Students will perform the warm-up. - Demonstration: Teacher demonstration of the forehand overhead clear shot, then in sequence: 1 – Drop the racket hand behind shoulder, cock the wrist, and keep weight over the back foot. 2 – Lead with the elbow on the forward motion of	- Are students accurately hitting overhead clear. - Are students incorporating strategy and teamwork? - Assessment of overhead clear skills.



the racket, and shift weight to the forward foot.

7. 3 – Contact shuttle slightly in front of body with racket face slightly open (tilted toward ceiling.)
8. 4 – Follow through forcefully up and down.
9. 5 - Student demonstration.
10. Students will partner up (with 1 racket and shuttle.) Students will start by practicing the proper grip of the racket. They will then take a shuttle, throw it in the air and practice bouncing it on the center of the face.
11. (The goal is 10 consecutive hits.)
12. Students will get into groups of 5 (with still 1 racket and 3 shuttles.) Taking turns, (3 hits then switch), students will give themselves a self overhead toss and hit the shuttle into the wall using a forehand overhead clear shot. (Rest of the line is sitting far away from the student who is swinging.)

Differentiation:

- Can change the playing area size to accommodate different levels.
- Decrease the distance between the targets.
- Change racket size to increase success rate.

Resources Provided:

- www.badminton.org
- badminton study guide



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: The Serve Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: www.badminton.org
www.pecentral.com

Equipment Needed: Racquets, birdies, stopwatch, and nets.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - At the conclusion of the lesson students will be able to execute the smash and drop shot using proper technique. - Students will effectively use the smash and drop shot in a game setting. - Students will develop strategy and teamwork with doubles partners.	Lesson Sequence - Students will dress for class. - Students report to their squads for attendance. - Students will perform warm-up. Demonstration: The serve: 1 – Using forehand grip and standing with a forward stride position, hold the shuttle at base (cork) in front of the forward foot. 2 – Take racket back (about waist high.)	- How much success are the students having with the smash and drop shot? - Are the students incorporating the smash and drop into an actual match? - Assessment of smash/drop skills.



7. 3 – Release shuttle on forward swing and contact shuttle below hand. (Feet must remain on the floor.)
8. 4 – Follow through.
9. 5 - Student demonstration.
10. Break students up into 6 groups. Each group will have 1 racket and 3 shuttles. First student in line will serve all 3 shuttles into the wall and switch. (Line sits far back.)
11. Students will now move onto court with groups and serve over the net. Groups will be on each side of the net. One group will receive while the other has 2 rackets and 6 shuttles (2 servers, 3 shuttles each.) After all students have gone in each group, equipment will be given to the other group.

Differentiation:

Change the playing area size to accommodate different levels.

Change racquet size to increase success rate.

Practice the skill against a wall first then incorporate an actual partner.

Resources Provided:

- www.badminton.org
- badminton study guide



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: The Backhand Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology:

www.badminton.org
www.pecentral.com

Equipment Needed: Racquets, birdies, stopwatch, and nets.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - At the conclusion of the lesson students will be able to successfully serve and start a rally with another team. - Students will use offensive and defensive strategies. - Students will work cooperatively with their doubles partner.	Lesson Sequence - Students will dress for class. - Students report to their squads for attendance. - Students will perform warm-up. Demonstration: Backhand overhead clear: - Drop racquet arm down behind backhand shoulder, cock wrist, and keep weight over back foot. - Lead with the elbow on forward motion of the	- How long can the teams rally for? - Are the students using strategies and skills used in prior lessons? - Assessment of serve/rally skills?



racket, and shift weight to forward foot.

3. Contact shuttle slightly in front of body with racket face slightly open (tilted toward ceiling)
4. Follow through

Backhand underhand clear:

1. Same mechanics as overhead clearance, except the shuttle is contacted from below, driving the shuttle up and deep.
2. Use a wide semicircle pattern with the racket arm, contacting the shuttle with an open racquet face.
3. Rotate body weight into shot and follow through.
4. Partner toss. One student will toss the shuttle high to the other, who will hit backhand clear shots into the wall. The person tossing will toss 5 shuttles, forcing over head/underhand clear shots.
5. (4 students to a group, 2 sets of partners, switch after turn.
6. 4 students at a time will go on to each court and practice rallying over the net. Start the rally with a serve. At the whistle, 4 new players will rally. Partners will play side by side. Play for 2 minutes and switch.



Differentiation:		
Move the server closer to the net. Group teams according to skill and ability.		
Resources Provided:		
• www.badminton.org • badminton study guide		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			x
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	7th	Unit Title:	Badminton
Created:	Michael Goerge	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 7th **Unit Title:** Pickleball

Unit Summary: After being introduced to the game of pickleball in 6th grade, students will review skills such as serving, forehand and backhands and be introduced to more offensive and defensive strategies used in the game of pickleball.

Primary Interdisciplinary Connections: Anatomy, Wellness

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Promotes an appreciation for paddle/racquet sports in a safe manner to help students find a life-long activity and lead a healthy active lifestyle

Learning Targets

Standards: 2.1 - Personal and Mental Health
 2.2- Physical Wellness
 8.1 Computer Science
 9.4 Career Readiness

Content Statements:

Personal Growth and Development: 2.1.8.PGD - Individual actions, genetics, and family history can play a role in an individual's personal health.

Movement Skills and Concepts: 2.2.8.MSC - Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

Physical Fitness: 2.2.8.PF - A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Lifelong Fitness: 2.2.8.LF - Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Impacts of Computing: 8.1.8.CI - Advancements in computing technology can change individuals' behaviors.

Creativity and Innovation: 9.4.8. CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.



CPI#:	Cumulative Progress Indicator (CPI):
2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.

Unit Essential Questions:

- Why is dribbling, passing, and shooting essential when participating in pickleball
- What is the difference between offense and defense?
- What is the importance of effective communication with teammates to promote game strategy?
- What muscle groups can be utilized when participating in a pickle ball activity?

Unit Enduring Understandings:

- Learning effective and proper communication skills among fellow classmates in order to work towards goal; being successful at pickleball
- Students will incorporate proper rules and terminology in order to play the game successfully.
- Students participating in the activity will enhance their fine and gross motor skills.

Unit Learning Targets:

Students will....

- Learn and demonstrate proper communication skills and sportsmanship.
- Learn and understand the difference in the roles of offense and defense.
- Understand different game techniques and demonstrate different team strategies in order to be effective at the game of pickleball.



Evidence of Learning

Summative Assessment: Quia Test
Skill Assessment

Equipment Needed: Floor tape, poles, nets, paddles, and pickle balls

Teacher Resources: www.pecentral.com

Formative Assessments:

- Daily Proficiencies



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Lesson Plans

Lesson	Time Frame
Lesson 1 Review Skills- serving, forehands, backhands	1 period
Lesson 2 Game strategy- overhead smash and drop shot	1 period
Lesson 3 Full Game	1 period

Teacher Notes:

To utilize the skills presented to them and apply them to game type situations.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.pecentral.com



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Review Skills-serving, forehands, backhands Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy, Wellness

Integration of Technology: NA

Equipment Needed: Floor tape, pickle balls, pickleball paddles, nets, and poles.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Become familiar with the game of pickleball characterized by going over the rules of the game, all safety procedures, and by starting some eye hand coordination skills. - Demonstrate how to properly hold the paddle and “Ready” position - Underhand serve the ball characterized by having their non-dominant foot slightly more forward than their dominant foot, knees slightly bent, paddle in the dominant	Lesson Sequence - Once the students have changed and performed their warm up, I will bring them all together so I can demonstrate. - I will demonstrate how to “shake hands” with the paddle, so the students know how to properly grip the paddle. - I will also demonstrate the “ready” position where feet are shoulder width apart, knees slightly bent, and the paddle in front of the body.	- Did students demonstrate the ready position? - Did students demonstrate proper grip of the paddle? - Did students properly underhand serve the ball? - Did students properly perform a forehand and backhand?



hand, ball placed across the chest and is released once contact is made with the paddle, and shifting weight forward. • Demonstrating a forehand the ball is characterized by legs being flexed, weight on the inside and forward part of feet, feet in a side stride, one foot slightly ahead of the other, racket up in front of the body, and head up awaiting the ball. • Demonstrate a backhand characterized by legs being flexed, feet shoulder width apart, paddle in dominant hand and is brought back to the body, weight shifts to the rear foot, once contact is made with the ball, the paddle swings forward, shifting one's body weight to the forward foot.	4. Then I will review how to properly serve the ball. The non-dominant foot is slightly more forward than their dominant foot, knees slightly bent, paddle in the dominant hand, ball placed across the chest and is released once contact is made with the paddle, and shifting weight forward. 5. While on the court I will start off in the ready position and depending upon how the ball returns from my partner will perform either a forehand or backhand. 6. Students will break up into groups of four and find a spot on the pickleball court. 7. Students will practice volleying the ball over the net using either a forehand or backhand.	
Differentiation: Group students of similar ability together		
Resources Provided: • www.pecentral.com		



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Over head smash and drop shot Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness, Anatomy

Integration of Technology: www.pecentral.com

Equipment Needed: Floor tape, pickle balls, pickleball paddles, nets, and poles.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the “overhead smash” hit characterized by students being in the ready position, and when contact is made with the ball hitting it by an overhand throw movement. • Demonstrate a “drop shot” characterized by hitting the pickle ball a certain degree so the ball just goes over the net. • Concentrate on team strategy and ball	Lesson Sequence 1. Students will perform their proper warm-up. 2. Students will break up into groups of four and go to court. 3. In a 2 v. 2 situation students will serve the ball to the opposing team and the opposing team will each practice “smash” hitting the ball over the net. 4. Also in those situations students will try and perform a drop shot while volleying the ball.	• Did students perform an overhead smash while playing in the game of pickleball? • Did students perform a drop shot while playing in a game of pickleball? • Did students demonstrate proper communication skills with their teammates while playing pickleball?



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placement in a game.

5. When students feel comfortable with this new skill, they can incorporate it into their game activities.

Differentiation:

Working with different students and playing at different lengths of the court.

Resources Provided:

- www.pecentral.com



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Full Game Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy, Wellness

Integration of Technology: NA

Equipment Needed: Floor tape, poles, nets, paddles, and pickle balls.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Demonstrate an understanding of the rules of pickleball, come up with strategies, and apply them to the game.	Lesson Sequence - Students will come to class change and perform their warm-up. - Students will be given the opportunity to pick a person to work with in order to participate in a pickleball game. - Students will participate in a game of pickle ball and demonstrate proper and effective communication skills as well as game strategy. - Games will be played to 11 and the team must win by 2.	- Did students demonstrate an understanding of the game of pickleball? - Did students perform either an overhead smash or drop shot while playing? - Did students work cooperatively and demonstrate proper sportsmanship while playing?



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Differentiation:

Have students with similar abilities play against each other.

Resources Provided:



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		x
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	7th	Unit Title:	Pickleball
Created:	Michael Goerge	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 7th **Unit Title:** Football

Unit Summary: Students will understand the components of football demonstrating the skills associated with the game of football. Students will demonstrate passing, catching and kicking. Students will begin to understand the rules and regulations of football that govern the game. Teamwork and sportsmanship will be emphasized during the unit.

Primary Interdisciplinary Connections: Anatomy/Wellness

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Promotes an appreciation for football and team sports to help students find a lifelong activity and lead healthy and active lives.

Learning Targets

Standards: 2.1 Personal and Mental Health
 2.2 Physical Wellness
 8.1 Computer Science
 9.4 Career Readiness

Content Statements:

Personal Growth and Development:	2.1.8.PGD - Individual actions, genetics, and family history can play a role in an individual's personal health.
Movement Skills and Concepts:	2.2.8.MSC - Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
Physical Fitness	2.2.8.PF - A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
Lifelong Fitness	2.2.8.LF- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Impacts of Computing:	8.1.8.CI - Advancements in computing technology can change individuals' behaviors.
Creativity and Innovation:	9.4.8.CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

CPI#: **Cumulative Progress Indicator (CPI):**



2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.

Unit Essential Questions:

- How do you properly catch, kick and pass a ball?
- What is the role of the offense? What is the role of the defense?
- What is the importance of playing your assigned position and being a successful team player?
- How can different skills from different sports be incorporated to create new games?

Unit Enduring Understandings:

- Students will work as a member of a team to achieve a common goal.
- Students will incorporate rules of team sports in order to play the game successfully.
- Learning safe, effective, and efficient movements for a team sport will provide a student with confidence to continue to perform health-enhancing physical activity throughout life.
- Responsible personal and social behavior enhances enjoyment of physical activity.

Unit Learning Targets:

Students will:

- Learn how to catch and pass a ball properly.
- Learn team strategies for dodging and faking against defenders.
- Incorporate the rules of football in different games. (i.e. handball, flag football)
- Learn the roles of offense and defense, as well as the importance of playing your position or area of the field in order to succeed as a team.



Evidence of Learning

Summative Assessment: End of unit skill assessment, written test.

Equipment Needed: indoor and outdoor soccer football, cones, flag belts

Teacher Resources: NFHS football rulebook

Formative Assessments:

- Daily Proficiencies
- Skills Test



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Lesson Plans

Lesson	Time Frame
Lesson 1 Handball	1 period
Lesson 2 Ultimate Football	1 period
Lesson 3 Flag Football	1 period

Teacher Notes:

Type Here

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.rulesofsport.com/sports/handball.html

www.nfhf.org



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Handball Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology: NA

Equipment Needed: Foam ball, goals, pinnies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Successfully throw and catch the ball, while using defensive and offensive strategies in a modified game of handball.	Lesson Sequence - Students will change for P.E. - Students will sit in their squad spots while I take attendance. - Students will do the warm up which consists of 5 laps around the gym and 10 push-ups and 10 sit ups. - I will then give instructions on the game we will be playing. The game is a modified version of handball. The students will use passing and catching skills to play a game similar to ultimate Frisbee.	- Are students following the rules? - Are students utilizing all players on the court? - Are the students playing their positions and showing understanding of offense and defense?



5. Every player on the team must touch the ball to score a point, however the ball must be in a player's hand when it crosses the baseline to score. If a team drops the ball or the ball it's the ground it is the other team's ball.
6. Students will split into teams and begin playing.

Differentiation:

The teams will consist of players with various skill levels, to ensure fair play and help those who aren't as good at this particular sport.

Change the distance of the line required to score.

Resources Provided:

- www.rulesofsport.com/sports/handball.html
- Handball rules sheet



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Ultimate Football Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology: www.nfhs.org

Equipment Needed: Footballs, cones, pinnies,

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - learn to correctly throw and catch a football. - use offensive and defensive strategy in a game setting.	Lesson Sequence - Students will change for P.E. - Students will sit in their squad spots while I take attendance. - Students will do the warm up which consists of 5 laps around the gym and 10 push-ups and 10 sit ups. - I will demonstrate throwing and catching. - The students will play a game of ultimate football. The game consists of two teams. The students on one team must try and get the ball over the	- Are the students showing offensive strategies - Are the students showing defensive strategies - Assessment of passing skills



	baseline in the gym within four throws. 6. Students must throw the ball overhead using proper throwing technique. 7. Students can not play defense on the person with the ball, but once you catch the ball there is no movement, students can only throw the ball after they catch it.	
Differentiation: Mix teams together with different abilities to create an even game.		
Resources Provided: • football study guide		



Lesson Plan 3 Template		
Content Area: Physical Education	Lesson Title: Flag Football	Time Frame: 1 period
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Anatomy/Wellness		
Integration of Technology: NA		
Equipment Needed: Footballs, flags, belts, cones		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - learn to correctly throw and catch a football. - use offensive and defensive strategy in a game setting.	Lesson Sequence - Students will change for P.E. - Students will sit in their squad spots while I take attendance. - Students will do the warm up which consists of 5 laps around the gym and 10 push-ups and 10 sit ups. - I will demonstrate throwing and catching. - The students will play a game of football. The game consists of two teams. - The students on one team must try and get the ball	- Assessment of passing the football - Understanding of offense and defense - Did the student work as a team to attempt to score points?



over the sideline line on the field. Students must throw the ball overhead using proper throwing technique. Students can play defense on any player, but once you catch the ball there if you are touched you must stop, students will hike the ball from where the player got touched.

Differentiation:

Mix teams together with different abilities to create an even game.

Resources Provided:

- www.nfhs.org
- football study guide



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			x
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Physical Education	Grade Level: 7th	Unit Title: Football
Created: Michael Goerge	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Physical Education	Grade Level:	7th	Unit Title:	Soccer
Unit Summary: During this unit students will be actively engaged in competitive soccer/football skills that can be used in a competitive game. Students will display strategy and teamwork that can be used in a game setting.					
Primary Interdisciplinary Connections: Anatomy, Wellness					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: To promote physical fitness through the team sport of soccer. Increase fitness levels and identify the muscles involved while performing soccer skills.					

Learning Targets

Standards:	2.1 Personal and Mental Health 2.2 Physical Wellness 8.1 Computer Science 9.4 Career Readiness
Content Statements:	
Personal Growth and Development:	2.1.8.PGD - Individual actions, genetics, and family history can play a role in an individual's personal health.
Movement Skills and Concepts:	2.2.8.MSC - Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
Physical Fitness	2.2.8.PF - A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
Lifelong Fitness	2.2.8.LF- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Impacts of Computing:	8.1.8.CI - Advancements in computing technology can change individuals' behaviors.
Creativity and Innovation:	9.4.8.CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
CPI#:	Cumulative Progress Indicator (CPI):



2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.

Unit Essential Questions:

- What are the necessary skills that are essential when participating in a competitive soccer game?
- How can we incorporate offensive and defensive strategies into a competitive soccer game?
- How important is spatial awareness and body control in a game like soccer?
- Why is knowing player positions and responsibilities important in a game setting?

Unit Enduring Understandings:

- Students will work cooperatively to make each team member better and achieve success.
- Students will have a better understanding of rules, positions and responsibilities to compete in a game.
- Utilizing sport specific skills that have been taught will increase a student's confidence in participating in the game as a team sport.
- Participating students will increase heart rate and elevate fitness levels.

Unit Learning Targets:

Students will....

- Be able to utilize the skills of soccer such as dribbling, passing and shooting in a competitive game setting by participating in activities that involve these skills.
- Have a better understanding of player positions and the role of those players.
- Identify what skills are utilized on offense and defense.



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- Utilize strategy during games and demonstrate teamwork and communication with fellow team members.



Evidence of Learning

Summative Assessment:	Written test- rules and regulations Skill Assessment – demonstration of proper mechanics
Equipment Needed:	Indoor and outdoor soccer balls, indoor and outdoor soccer goals, cones.
Teacher Resources:	NFHS soccer rule book, handball rules worksheet
Formative Assessments:	• Daily proficiencies • Skills test



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Lesson Plans

Lesson	Time Frame
Lesson 1 Passing/Trapping/Dribbling	1 period
Lesson 2 Modified Games	1 period
Lesson 3 Gameplay	1 period

Teacher Notes:

Type Here

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.pecentral.com



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Passing/Trapping/ Dribbling Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology: NA

Equipment Needed: soccer balls, cones, pennies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply the concepts of force, motion, and weight transfer in order to properly practice soccer skills. • Students will work on agility and balance while dribbling.	Lesson Sequence 1. Students will come to class, change, and do their warm-up. 2. Students will be broken up into groups, so practice kicking and passing. 3. Groups will be of mixed ability and there will be one soccer ball per group. 4. Stations will be set up in the gym for the kids to practice soccer skills such as dribbling, passing, and shooting. 5. Before the groups are assigned to a station, I will demonstrate what I would like for them to	• Are the students displaying a change in speed while dribbling? • Are students displaying control of the ball while dribbling? • Assessment of dribbling skills.



practice at each station.
Students will be given a worksheet to observe someone in their group perform soccer skills.

6. Students will rotate stations
7. As the period comes to a close, I will bring the class together and we will discuss the lesson and collect worksheets.

Differentiation:

Change the number of cones used during agility drills.
Shorten the distance you have to dribble.

Resources Provided:

- <http://www.drblank.com/slaws.htm>
- <http://www.pecentral.com/>



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Modified Games Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology: NA

Equipment Needed: soccer balls, cones, pennies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the use of offensive, defensive, and cooperative strategies in the game of soccer. - Students will work on passing for accuracy at different distances.	Lesson Sequence - Students will come to class and attendance will be taken. 2. Students will perform their warm-up. - After that the class will come together. I have put the students into teams. Students will play a pick up game of soccer utilizing the scoring strategies we have gone over in class. - Games will be 5 minutes then students will rotate (if inside) If outside there will be two big games going on, on half the	- Do the students understand offensive strategies when passing? - Are the students displaying cooperative skills and teamwork strategy when engaging in small group games? - Assessment of passing skills.



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field. Students will be instructed to keep score of their game.

5. Before the period ends we will come together as a class and students will have to answer questions about how their game went for the day.

Differentiation:

Group students together by similar ability levels

Resources Provided:

- www.pecentral.com



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Gameplay Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology: NA

Equipment Needed: soccer balls, cones, pennies, goals

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the use of offensive, defensive, and cooperative strategies in the game of soccer. - Students will understand that spatial awareness and coordination is needed for success.	Lesson Sequence - Students will come to class and get changed. - Students will perform their warm-up. - Students have been playing pick up games this week. So I will tell the class who is playing with who for the day. - Students will play a soccer game. - As the period comes to a close students will stop game play and take out their laptops to sign onto quia.	- Soccer skill assessment. - Are students displaying strategy on offense and defense? - Are the students participating cooperatively and competitively in a game setting?



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|--|--|--|
| | 6. Students will answer questions about game play. | |
|--|--|--|

Differentiation:

Adjust field size to change the degree of difficulty.
Group students based on ability levels.

Resources Provided:

- www.pecentral.com



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			x
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Physical Education	Grade Level: 7th	Unit Title: Soccer
Created: Michael Goerge	Board Approved on: Type Here	



Unit Overview Template

Content Area: Physical Education	Grade Level: 7th	Unit Title: Pilo Polo
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Unit Summary: Students will utilize the skills taught in 6th grade such as passing, receiving, dribbling and shooting and apply them to game-like situations. Students will develop a better understanding of offensive and defense strategies as well as game techniques by participating in pilo polo/broomball games.

Primary Interdisciplinary Connections: Anatomy/Wellness

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Enhancing gross motor skills, pillo polo and broomball fall into the hockey category. These 2 sports are lead-up activities to the game of floor hockey and provide students with a safe activity to work on various striking techniques and eye-hand coordination skills.

Standards: 2.1 Personal and Mental Health
 2.2 Physical Wellness
 8.1 Computer Science
 9.4 Career Readiness

Content Statements:

Personal Growth and Development:	2.1.8.PGD - Individual actions, genetics, and family history can play a role in an individual's personal health.
Movement Skills and Concepts:	2.2.8.MSC - Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
Physical Fitness:	2.2.8.PF - A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
Lifelong Fitness:	2.2.8.LF - Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Impacts of Computing:	8.1.8.CI - Advancements in computing technology can change individuals' behaviors.
Creativity and Innovation:	9.4.8. CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.



CPI#:	Cumulative Progress Indicator (CPI):
2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
Unit Essential Questions: • Why is dribbling, passing, and shooting essential when participating in pillo polo? • What is the difference between offense and defense? • What is the importance of effective communication with teammates to promote game strategy? • What muscle groups can be utilized when participating in a pilo polo activity?. • How can participation in pillo polo improve one's overall health?	
Unit Enduring Understandings: • Learning effective and proper communication skills among fellow classmates in order to work towards goal; being successful at pillo polo • Students will incorporate proper rules and terminology in order to play the game successfully. • Students participating in the activity will enhance their gross motor skills.	
Unit Learning Targets: Students will.... • Learn and demonstrate proper communication skills and sportsmanship. • Learn and understand the difference in the roles of offense and defense. • Understand different game techniques and demonstrate different team strategies in order to be effective at the game of pilo polo.	



Evidence of Learning

Summative Assessment:

Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas. (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test - rules and regulations Skills Test - demonstration of proper mechanics of striking, passing and trapping.

Equipment Needed: Goals, pillo polo sticks, soft foam ball, stopwatch, and pinnies

Teacher Resources: NFHS hockey rule book,
pillo polo rule worksheet

Formative Assessments:

- Daily Proficiencies
- Skill Assessment



Lesson Plans

Lesson	Time Frame
Lesson 1 Dribbling, Passing, Shooting	1 period
Lesson 2 Dribble Tag- Game strategy/technique	1 period
Lesson 3 Number line pillo polo-game strategy/technique	1 period
Teacher Notes: Each lesson builds off one another eventually leading to a full court pillo polo game.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i>	



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Dribbling/Passing /Shooting Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology: Type Here

Equipment Needed: Pilo polo sticks, goals, pinnies, and foam ball

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate the slap shot pass characterized by placing the dominant hand down towards the blade, non dominant hand towards the top of the stick, non-dominant foot step forward, when contact is made with the ball transfer weight forward, and on the follow through the stick comes up no higher than the waist pointing towards the designated target. - Perform a proper pass characterized by having	Lesson Sequence - Students pair up with a partner of their choice - I will demonstrate and give the proper cues in order to execute a flick. Students will then practice this skill. - Students will spend some time passing with one another working on both passes and reaching their designated targets. - After that students will be broken up into four groups and line up on one side of the gym. I want to explain how in the game of hockey there	- Daily Proficiencies - Skill assessment



the dominant hand in the middle of the stick, nondominant hand at the top of the stick, opposite foot forward, the blade underneath the ball, transferring weight forward to move the ball, and literally flick the wrist up when contact is made so that the ball lifts in the air slightly. ● Perform a controlled straight dribble characterized by having the proper hand grip on the stick (two hands on the stick) and the ball moving forward only 1 to 2 feet of the blade when contact is made. (With the straight dribble, only one side of the blade is used).	are different ways to maneuver the ball (either a straight or side-to-side dribble) 5. In their groups of four, one by one, students will perform a straight dribble up and choose a pass to do so that the next person in line can go. 6. Once everyone has gone twice with the straight dribble, I will then demonstrate the side-to-side dribble. Again students will at least go twice and pass the ball to their partner. 7. We will have a relay race.	
Differentiation: Pair up students of mixed abilities to work with one another.		
Resources Provided:		



Lesson Plan 2 Template		
Content Area: Physical Education	Lesson Title: Dribble Tag	Time Frame: 1 period
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Anatomy/Wellness		
Integration of Technology:		
Equipment Needed: Foam balls/gator skin balls, cones, pilo sticks		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Perform a side-to-side dribble characterized by having the proper hand grip, having the ball in front of the body as opposed to the side, and when dribbling moving the ball forward almost on constant diagonals using both sides of the blade. - Know the difference between offense and defense characterized by participating in a game of dribble tag and having to be aggressive on offense	Lesson Sequence - Everyone is going to get a ball and spread out along the gymnasium floor. - The object of the game is to dribble your ball around in a controlled manner and hit your opponent's ball out of bounds while maintaining your dribble. - Once your ball is hit out of bounds, the students will retrieve their ball, put it away, put their stick away, and run until the game is over. There can only be one winner.	- Are the students using any type of strategy during the activity? - Dribbling assessment.



by trying to get other students' balls out of bounds and by being conservative by protecting their own ball.

4. As students get out, I will make the boundaries smaller and smaller each time. This is a good introduction to the difference between offense and defense.
5. We will play this game a few times so the children can really start to see the difference between the two.

Differentiation:

Making the playing area bigger and smaller so that everyone can be successful.
Break up into smaller groups and play the game, instead of everyone playing at one time.

Resources Provided:

- www.pecentral.com



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Number Line Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology: www.pecentral.com

Equipment Needed: cones, pillo polo sticks, foam ball

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Proper stick handling skills characterized by having control of the ball, dribbling it around in a certain area, and trying to hit other people's ball out of bounds. • The difference between offense and defense is characterized by participating in a game of dribble tag and having to be aggressive on offense by trying to get other students' balls out of bounds and by being conservative by protecting their own ball.	Lesson Sequence 1. The class will be broken up into two mixed ability groups. 2. Each group will line up on either side of the basketball court on the black line. Once in two groups I will assign individual numbers. 3. The object of the game is when the number or numbers is called out the students must retrieve the ball and try to score. 4. The remaining students (meaning the students whose numbers were not called out) are goalies. The goal is the width of	• Daily Proficiencies • Skill assessment



	the basketball court. Goalies are only permitted to come out to the red boxes, shots on goal are only permitted to the waist, and absolutely no body contact is allowed. 5. This is the first lead up game with the floor hockey classes so the students are able to get a feel for the game and I can see where the skill level is. 6. It also gives an opportunity for the students to learn more about offense and defense as well as communication skills with teammates.	
Differentiation: Since groups are mixed ability I can call out more than one number to make the game more competitive. The more numbers called out, provide more game like strategies as well as more communication skills among the students.		
Resources Provided: • www.pecentral.com		

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
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Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Physical Education	Grade Level: 7th	Unit Title: Pillo Polo
Created: Michael Goerge	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Michael Goerge	Grade Level:	7th	Unit Title:	Volleyball
Unit Summary: Students will understand the difference between bumping, setting, and serving and their use in the game of volleyball. Students will further their understanding of the rules of volleyball applying these skills in game settings.					
Primary Interdisciplinary Connections:					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Promotes an appreciation for volleyball to help students find a lifelong activity and lead healthy and active lives. Students learn to work together as a team to be successful.					

Learning Targets

Standards:	2.1 Personal and Mental Health 2.2 Physical Wellness 8.1 Computer Science 9.4 Career Readiness
Content Statements:	
Personal Growth and Development:	2.1.8.PGD - Individual actions, genetics, and family history can play a role in an individual's personal health.
Movement Skills and Concepts:	2.2.8.MSC - Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
Physical Fitness:	2.2.8.PF - A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
Lifelong Fitness:	2.2.8.LF - Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Impacts of Computing:	8.1.8.CI - Advancements in computing technology can change individuals' behaviors.
Creativity and Innovation:	9.4.8. CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
CPI#:	Cumulative Progress Indicator (CPI):
2.1.8.PGD.1	Explain how appropriate health care can promote personal health.



2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.

Unit Essential Questions:

- How do you properly perform a serve? Bump? Set?
- How do you apply the basic skills of volleyball to a game situation?
- How does cooperation and team unity impact the final outcome of the game?

Unit Enduring Understandings:

- Students will work as a member of a team to achieve a common goal.
- Students will incorporate rules of team sports in order to play the game successfully.
- Learning safe, effective, and efficient movements for a team sport will provide a student with confidence to continue to perform health-enhancing physical activity throughout life.

Unit Learning Targets:

Students will....

- Master the underhand serve.
- Master the bump pass and set.
- Demonstrate comprehension of the rules of the game of volleyball.
- Be able to apply the rules and skills of volleyball to the game.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance.
 Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.
 Written Test = 10%
 Skills Test = 10%

Equipment Needed: volleyballs, nets, floor markers

Teacher Resources: NFHS Volleyball rule book, videos

Formative Assessments:

- Daily proficiencies
- Skills test
- Unit test

Lesson Plans

Lesson	Time Frame
Lesson 1 Intro Bump	1 period
Lesson 2 Intro Set	1 period
Lesson 3 Gameplay	1 period

Teacher Notes:

Bump, set, hit is a good lead up drill to playing real games. Students will be successful starting out with 4 on 4 mini games and then progressing to 6 on 6 games. Many accommodations can be made depending on the ability of the students in the group.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.nfhs.org

www.pecentral.com



Lesson Plan 1 Template		
Content Area:	Physical Education	Lesson Title: Intro Bump Time Frame: 1 period
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Anatomy/Wellness		
Integration of Technology: www.nfhs.org www.pecentral.com		
Equipment Needed: volleyballs, volleyball trainers, nets, court markers		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn specific rules and terms that go along with a regulation volleyball game. - Learn how to perform a forearm pass or bump.	Lesson Sequence - Students will dress for class. - We will review the roster and students will be told where their squads are. - Students will perform the warm-up. Demonstration: 1 – Move into the correct position prior to executing the pass. 2 – Ball should be contacted when it is between knees and waist. 3 – Contact on forearms between waist and elbows.	- Are the students bumping properly? - How is the communication between students?



- 4 – Upon contact, “lift” the body upward by straightening the legs. (do not swing your forearm upward to hit the ball.)
- 5 – Do not follow through.
- 6 – Student demonstration.
 1. **Activity Drills:**
Teacher breaks class into 6 teams. Teams will break up into groups of 2 – tossing line and bumping line. After a student's turn, go to the opposite end line.
 2. Teacher reminds students of the importance of a high bump, because it allows teammates time to get under the ball.
 3. Same teams will work together. 4 – 6 students will be together at a time. Students will stand in a circle and try to bump consecutively. Teams will then compete to see who can bump the longest. If the ball hits the floor, the team will sit.

Differentiation:

Group students based on ability and skill level.

Instead of an official volleyball we can use a training version, which is softer.

Resources Provided:

- www.nfhs.org



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Intro Set Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy/Wellness

Integration of Technology: NA

Equipment Needed: volleyballs, volleyball trainers, nets, court markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Successfully set the ball.	Lesson Sequence - Students will dress for class. - We will review the roster and students will be told where their squads are. - Students will perform the warm-up. Demonstration: 1 – Move into the correct position just before passing the ball. 2 – Watch the ball through the triangle made by fingers and thumb. 3 – Pass the ball in a high arc so it floats	- Are the students setting properly? - How is the communication between the students?



down to the intended receiver.

4 – Quickly move back to playing position.

5 – Student demonstration.

1. **Activity Drills:**

Students will break up into teams. There will be someone tossing and the setters. The person tossing will toss to the whole line, and then become the setter.

2. Same as above, but now the person tossing will toss to the bumper, who will bump to the setter (3 lines). When done, students will go to the end of the line. When everyone has had a chance, the lines will change responsibilities.

Differentiation:

Group students based on ability and skill level.

Instead of an official volleyball we can use a training version, which is softer.

Resources Provided:

- www.nfhs.org



Lesson Plan 3 Template		
Content Area: Physical Education	Lesson Title: Gameplay	Time Frame: 1 period
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Anatomy/Wellness		
Integration of Technology: NA		
Equipment Needed: volleyballs, volleyball trainers, nets, court markers		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Will be able to properly demonstrate how to underhand serve by stepping with the opposite foot forward, holding the ball with their non-dominant hand, and swinging the dominant hand forward, hitting the ball with the base of the wrist. - Will demonstrate the ability to bump and set the ball. - Will understand the basic rules of volleyball as well as the safety procedures	Lesson Sequence - The students will warm up by practicing their bumps and sets. - The students will practice their underhand serve. - We will begin to revisit the rules and explain how they factor into the game. - We will begin to play 4 on 4 and put the rules into practice.	- Are the students bumping properly? - Are the students setting properly? - Are their sets going over the net? - Are they able to transfer these skills into a game situation? - Are they able to work together as a team?



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Differentiation: Students who have more difficulty with volleyball will use the volleyball trainer. Size of the court may vary depending on the skill of the students.
Team size has been lowered to 4 to learn to work with others in a smaller environment first.

Resources Provided:

- www.nfhs.org



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			x
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	7th	Unit Title:	Volleyball
Created:	Michael Goerge	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Michael Goerge **Grade Level:** 7th **Unit Title:** Achieving Fitness Activities

Unit Summary: The achieving fitness adventure activity unit, will provide examples and experiences of activities to enhance student understanding of self-esteem, problem solving, compassion, and respect for differences.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: The Achieving Fitness Adventure Activities unit is designed for students to demonstrate competency in many movement forms. Students will demonstrate movement concepts and principles in order to exhibit a physically active lifestyle. The achieving fitness adventure curriculum will allow students to demonstrate an understanding and respect for differences among people in physically active settings and provide opportunities for enjoyment, challenge, self-expression, and social interaction.

Learning Targets

Standards: 2.2 Physical Wellness
 8.2 Computer Science
 9.4 Career Readiness

Content Statements:

Physical Fitness: 2.2.8 PF - A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Lifelong Fitness: 2.2.8 LF - Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Impacts of Computing: 8.1.8 IC - Advancements in computing technology can change individual's behavior.

Creativity and Innovation 9.4.8 CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

CPI#:	Cumulative Progress Indicator (CPI):
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2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
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2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
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2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8.PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.

Unit Essential Questions:

- Why is it important to respect others' feelings and choices?
- What are some problem-solving techniques used in fitness adventure activities?
- How can you be a positive influence on someone's self esteem?

Unit Enduring Understandings:

- Self-Efficacy
- Perceived Barriers
- Social Support
- Enjoyment

Unit Learning Targets:

Students will....

- Achieve and maintain a health-enhancing level of physical fitness.
- Demonstrate an understanding of the components of health-related fitness.
- Value physical activity for health, enjoyment, challenge, and social interaction.
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- Develop skills to engage in physical activity during out-of-school time.



Evidence of Learning

Summative Assessment: Reflections, Full Value Contract

Equipment Needed: Achieving Fitness Equipment

Teacher Resources: Panicucci, J., Hunt, L. F., Prouty, I.S., Masterson, C. (2008). Achieving Fitness: An Adventure Activity Guide. Beverly, MA: Project Adventure.

Formative Assessments:

- Class discussion
- Question and answer period
- Closure reflections on Quia

Lesson Plans

Lesson	Time Frame
Lesson 1 Grab Bag	1 period
Lesson 2 Maestro	1 period
Lesson 3 Memory	1 period

Teacher Notes:

FVC stands for “Full Value Contract”

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.project-adventure.org/>

Panicucci, J., Hunt, L. F., Prouty, I.S., Masterson, C. (2008). Achieving Fitness: An Adventure Activity Guide. Beverly, MA: Project Adventure



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Grab Bag Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Character Education

Integration of Technology: NA

Equipment Needed: Large grocery store paper bags or brown paper lunch bags
Pencils
Mats

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Participate in activities designed to improve or maintain flexibility, both in and outside of school. - Evaluate which components of health related fitness a particular activity will impact. - Recognize physical activity as an opportunity for social interaction. - Work cooperatively and productively in a group to accomplish a set goal. - Set meaningful personal fitness goals based on self	Lesson Sequence - Students will come to class. Attendance will be taken and students will perform their warm up. - The class will gather together so I can explain the activity. - Each student will receive a brown paper lunch bag and will be assigned to a mat. - The goal of this activity is to see how short of a bag you can grab with your teeth without allowing anything but your feet to touch the ground.	- Class participation. - Class discussion.



assessment of one's performance during adventure activities. • For students to complete a series of body movements that will illustrate how flexible and strong they are, and that will promote further muscular flexibility.	5. Think of the activity as a "limbo" contest, but using paper bags. 6. Students on their mats will attempt to grab the top edge of the bag using only his or her teeth. 7. Once successfully grabbed, students will set a goal and rip part of the top of the bag off. 8. After each successful attempt students will continue removing part of the bag. 9. The contest continues until everyone has gone as far as they can go. 10. As a closure, we will come together as a class and discuss the activity. 11. I will ask the class "Did this activity help you to assess your flexibility and leg strength?" "Which fitness component did you do better with?" "What did you learn from watching others?"	
Differentiation: Mixed ability grouping. Goal setting.		
Resources Provided: • http://www.project-adventure.org/ • Achieving Fitness: An Adventure Activity Guide - Textbook		



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Maestro Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Character Education

Integration of Technology: NA

Equipment Needed: Flip Chart Paper
 Magic marker
 A pointer (optional)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Work easily with others to achieve a common goal. • Participate in activities designed to improve or maintain muscular strength and endurance. • Identify muscular strength and endurance activities that are personally enjoyable. • For students to get an intensive workout by jumping, squatting, and moving to a rhythm.	Lesson Sequence 1. Students will come to class. Attendance will be taken and students will perform their warm up. 2. The class will gather together so I can explain the activity. 3. Class setup: On a large flip chart piece of paper I have drawn out different symbols. Each symbol represents an exercise. For example X = jump and clap, O= squat and gently slap open hands on the floor, and +	• Class discussion. • Class participation. • Music sequence poster.



= the cha-cha dance movement.

4. As a class right now we will perform my “music sequence”. • The class will be broken up into small groups. Each group will create their own “music sequence” and teach it to the class.
5. Compositions will be limited to 16 to 24 notes and will be required to have 3 different notes/symbols in their sequence.
6. As a closure we will come together as a class and discuss the activity.
7. I will ask the class “How does your body feel now?” “What type of workout did we get in this activity?” “What was it like to have the opportunity to teach the class?”

Differentiation:

Mixed ability grouping.

Resources Provided:

- <http://www.project-adventure.org/>
- Achieving Fitness: An Adventure Activity Guide - Textbook



Lesson Plan 3 Template		
Content Area: Physical Education	Lesson Title: Memory	Time Frame: 1 period
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Character Education		
Integration of Technology: NA		
Equipment Needed: 2 sets of numbered spots 1-30 A stopwatch		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand that lifelong fitness requires a commitment to engage in physical activity in a variety of settings. - Demonstrate negotiation and collaboration skills to meet goals. - Participate in a moderate cardiovascular workout while communicating with partners.	Lesson Sequence - Students will come to class. Attendance will be taken and students will perform their warm up. - The class will gather together so I can explain the activity. - Class setup: Distribute one set of 30 numbered spots face down on one half of the gymnasium and distribute the second set of 30 numbers face down throughout the other half of the gymnasium. Spots should be set up fairly apart and	- Class discussion. - Class participation.



take up most of the space. Designate the “mid court” line to divide the space.

4. Have each student face a partner on the opposing side of the centerline. • Explain that partners will be working together during this cardiovascular exercise to find spots that have the same numbers. When equivalent spots are found on their respective sides, they are to be placed together on the centerline.
5. The goal is to have all the numbers matched up as quickly as possible!
6. Rules for finding matches are as follows:
7. Individuals must remain on their side of the line for the duration of the game.
8. No participant may have more than one number turned over at a time. For example, if Student A and Student B are partners, Students A could turn over the number “4” and Student B could turn over the number “10”. They yell to each other what their numbers are, upon hearing that the numbers do not match; they place the spots down, numbers



- hidden, and move on to the next spots.
9. Participants may not change the placement of any spots, unless a match has been found. • Participants may assist other players verbally in locating spots, but may not bring them to each other.
 10. Timing will end when all paired numbers, 1- 30 are placed on the centerline in the correct order. Matching numbers should be stacked on top of each other.
 11. As time allows, have students redistribute the spots face down and compete to improve their time.
 12. As a closure we will come together as a class and discuss the activity.

Differentiation:

Mixed ability grouping.

To increase the cardiovascular workout, have partners, after turning over each number, run to the centerline, do some sort of a handshake/high-five and then return to their playing areas.

Resources Provided:

- <http://www.project-adventure.org/>
- Achieving Fitness: An Adventure Activity Guide - Textbook



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			x
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Physical Education	Grade Level: 7th	Unit Title: Achieving Fitness Activities
Created: Michael Goerge	Board Approved on: Type Here	



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension