

Fitness

Unit:		Archery				
Big Ideas:		How can archery serve as a lifelong physical activity?				
Unit Essential Questions:		What are the skills and strategies used to compete in archery? What physical benefits can a person expect to develop when participating in archery?				
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Competencies (Skills, Knowledge, Abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
2 class periods	10.3.12-D 10.4.12-A 10.4.12-D 10.4.12-E 10.4.12-F 10.5.12.A 10.5.12-B 10.5.12-C 10.5.12-E 10.5.12-F	Aim Armguard Arrow Arrow shaft Bend Bow Draw Follow through Fletching/Feather Handle Head of the arrow Holding Home position Loose/release Nock Overshot Quiver Stance	1. Safety 2. Balance and Coordination 3. Drawing and loading an arrow 4. Depth Perception 5. Accuracy	I. History II. Safety Rules A. Shoot only on command of the teacher. B. When finished shooting, step back, and lay bow down. C. Do not step over the shooting line for any reason. D. Listen to teacher commands and respond. E. Listen to whistle command.(all activity ceases & all equipment placed on the ground: cease fire.) F. Never point a knocked arrow at another person. G. Make sure no one is behind you when retrieving arrows. H. Make sure the arrow is knocked before release. I. Aim and hold aim before release. III. Seven Basic Steps of Archery A. Stance (straddle shooting line) B. Nock (putting arrow on string) C. Draw (pulling string with arrow nocked) D. Anchor (holding drawn string so thumb is under the jaw) E. Aim (sighting arrow tip to line up with bullseye) F. Release (letting go of string by opening fingers) G. Follow Through (allowing hand and elbow to continue in pulling direction from jaw to shoulder) IV. Retrieve arrows correctly and tally scores at	Targets Target face Colors Points (5, 4, 3, 2, 1) Skirt Finger Tab Finger Glove Arm guard Bow String Quiver Arrows Cones Protective equipment Vocabulary term sheet Written test	1. Comply with the Archery Range rules. 2. Partner/teacher check of proper techniques 3. Tally scores for their rounds. 4. Verbally analyze their shooting and make appropriate adjustments. 5. Compete as a team in a class tournament. 6. Students will demonstrate their knowledge about archery on a written test/quiz.

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				<p>the end of rounds.</p> <p>VI Analyze Shooting and make adjustments.</p> <p>VI. Participate in Tournament Shoots and Fun Shoots</p> <p>A. Team competition – Target</p> <p>B. Sticker shoot</p> <p>C. Balloon Shoot</p> <p>D. Tic-Tac-Toe</p> <p>ACTIVITIES:</p> <ol style="list-style-type: none">1. Teacher instruction and demonstration of rules and equipment.2. Teacher demonstration of seven step shoot.3. Explanation of right/left eye dominance and aiming.4. Teacher led practice run of shooting with bows (no arrows or dry fires) with your first shooting line of students.5. Teacher demonstration of the proper technique to retrieve arrows.6. Partners will verbally analyze the clustering of their arrows after each round.7. Seven step shoot.8. Fun shoots (Balloon, Sticker, Tic-Tac-Toe)9. Tournaments		
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Fitness

Unit:	Badminton					
Big Ideas:	How can badminton serve as a lifelong physical activity?					
Unit Essential Questions:	<p>What are the skills, rules and strategies used to play a game of badminton?</p> <p>What physical benefits can a person expect to develop when participating in badminton?</p>					
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Competencies (Skills, Knowledge, Abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
3 class periods	10.3.12-D 10.4.12-A 10.4.12-D 10.4.12-E 10.4.12-F 10.5.12.A 10.5.12-B 10.5.12-C 10.5.12-E 10.5.12-F	1. Court 2. Racquet: or racket 3. Shuttlecock: 4. Net 5. Baseline 6. Forehand Shot 7. Backhand Shot 8. Center line 9. Side line 10. Serve 11. Clear 12. Drop 13. Smash 14. Drive 15. Kill 16. Fault 17. Let 18. Short service line 19. Long service line	*Rules *Serve *Backhand *Forehand *Spike *Defending open space *Finding open space *Spreading the floor	Skill improvement <ol style="list-style-type: none"> 1. service 2. return 3. clear 4. drop 5. smash 6. drive 7. kills Strategy development Doubles play Tournament play	Standards or nets Racquets Birdies Cones/rubber dots Protective equipment Vocabulary term sheet Written test	<ol style="list-style-type: none"> 1. Students will demonstrate skill and knowledge of badminton by playing the best out of three doubles games. 2. Students will verbally analyze their opponents play to increase point achievement and team success during tournament play 3. Students will demonstrate their knowledge of the history and the game of badminton by taking a written test/quiz.

Fitness

Unit:	Basketball					
Big Ideas:	How can basketball serve as a lifelong physical activity?					
Unit Essential Questions:	<p>What are the skills, rules and strategies used to play a game of basketball?</p> <p>What physical benefits can a person expect to develop when participating in basketball?</p>					
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Competencies (Skills, Knowledge, Abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
3 class periods	10.3.12-D 10.4.12-A 10.4.12-D 10.4.12-E 10.4.12-F 10.5.12.A 10.5.12-B 10.5.12-C 10.5.12-E 10.5.12-F	Assist Backcourt Baseline Block Bonus (1 &1) Bounce pass Boxing out Carry Charging Chest Pass Double bonus Double dribble Double team Drive Elbow Fast break Foul Free throw Jump Shot Jump ball Key Lay-Up Man to Man Pick Rebound Screen Set Shot Post up Three second violation Turnover	*Dribbling with non-dominant hand *Layup with left and right hand *Bounce pass *Boxing out *Setting Screens * Jump Shooting with in 3 court line *Foul Shooting *Deep Shooting (3 pointers) *Defense formations between zone and man	Offense 1. Lay-ups(right hand, left hand, middle) 2. Shooting (hand position, body position, feet position) 3. Knowledge of court positions (guards, forwards, centers) 4. Bank shot (varied distance right and left handed) 5. Jump shot (varied distances, 30 second drill) Defense 1. Man to man- shadow game 2. Zone defense- (2-1-2, 2-3, 3-2, box and 1) Strategies 1. Simple Pick 2. Pick and Roll 3. Give and go Activities 1. 2 on 2, 3 on 3 games 2.H-O-R-S-E 3. Golf 4. Around the World 5. Timed Shooting 6. Design a Game 7. Knock Out 8. TAPS	Basketballs Cones Pinnies Score card Protective equipment Vocabulary term sheet Written test	1. Teacher observation of the student executing an offensive strategy during a game. 2. Teams will be observed by the teacher playing with either a man to man or a zone defense in game play. 3 Students will demonstrate their knowledge about basketball, rules, game, court, and players on a written test/quiz.

Fitness

		Walk/Traveling Zone				
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Fitness

Unit:	Bowling					
Big Ideas:	How can bowling serve as a lifelong physical activity?					
Unit Essential Questions:	What are the skills, rules and strategies used to play a game of bowling What physical benefits can a person expect to develop when participating in bowling?					
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Competencies (Skills, Knowledge, Abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
2 class periods	10.3.12-D 10.4.12-A 10.4.12-D 10.4.12-E 10.4.12-F 10.5.12.A 10.5.12-B 10.5.12-C 10.5.12-E 10.5.12-F	Arrows Alley Follow through Foul line Frame Gutter ball Head pin Loft Open frame Perfect game (300) Pocket Spare Split Strike Turkey	*Calculating points *Spin/Rotation of ball *Pin direction *Follow throw *Ball weight *Newton's laws of motion	Skill development & refinement Partner bowling Bowling war Scoring Field trip Written test	Bowling balls Bowling pins Score cards Cones Protective equipment Vocabulary term sheet Written test	1. Player verbally analyzes performance. 2. Teams formulate a plan for improvement. 3. Teacher observation of adjusting to compensate for identified strengths and weaknesses. 4. Students demonstrate the ability to work on a team; share in decision making and use 5. Students will demonstrate their knowledge about bowling rules and scoring on a written test/quiz.

Fitness

Unit:	Fitness games & testing					
Big Ideas:	How can fitness games & testing create lifelong physical activity?					
Unit Essential Questions:	<p>What are the skills, rules and strategies used to play fitness games & testing?</p> <p>What physical benefits can a person expect to develop when participating in fitness games & testing?</p>					
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Competencies (Skills, Knowledge, Abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
3 class periods	10.3.12-D 10.4.12-A 10.4.12-D 10.4.12-E 10.4.12-F 10.5.12.A 10.5.12-B 10.5.12-C 10.5.12-E 10.5.12-F	Agility: Agility dots, Shuttle run Cardio-respiratory endurance: mile run Speed: 50 yard dash Muscle strength: Pull ups Muscle endurance: Sit ups Power: Standing long jump Flexibility: V-sit and reach test	*Skill related fitness components: agility, speed, power, balance, coordination, reaction time. *Health related fitness components cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.	Agility: Agility dots, Shuttle run Cardio-respiratory endurance: mile run Speed: 50 yard dash Muscle strength: Pull ups Muscle endurance: Sit ups Power: Standing long jump Flexibility: V-sit and reach test Mat Ball Indian Ball	Recording documents Shuttle run implements Dot pattern Track Stopwatch Standing long jump mat V-Sit board Pull up bar Yoga mats, wrestling mats Grading rubric	Students will perform various skills tests. The rubric for assessment is local data collected in previous years.

Fitness

Unit:		Football				
Big Ideas:		How can football serve as a lifelong physical activity?				
Unit Essential Questions:		What are the skills, rules and strategies used to play a game of football What physical benefits can a person expect to develop when participating in football?				
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Competencies (Skills, Knowledge, Abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
3 class periods	10.3.12-D 10.4.12-A 10.4.12-D 10.4.12-E 10.4.12-F 10.5.12.A 10.5.12-B 10.5.12-C 10.5.12-E 10.5.12-F	Blitz Block Center Clipping Coverage (man & zone) Encroachment End zone End line Field goal First down Formation Forward pass Goal line Hand off Hash marks Huddle Holding (offensive & defensive) Incomplete pass Interception Intentional grounding Pass interference Pass Patterns Penalty Play action pass Pump fake Quarterback Receiver Running back	<ul style="list-style-type: none"> ● Throwing in the pocket ● Throwing on the tun ● Throwing short, medium, and long ● Catching ● Catching ball at its highest point ● Running routes ● Man defense ● Zone Defense 	I. Review and refine football skills. II. Run New Pass Patterns. III. Explain Defensive Strategy IV. Analyze Team Play CONTENT: I. Skills Review. A. Forward Pass B. Catching C. Punting D. Carrying a football E. Handing-off F. Lateral Pass G. Centering H. Running Pass Patterns II. Pass Patterns: Curl, Slant, Out, Post, Flag, Dig, Fly III. Defensive Strategies A. Zone-defense covers particular areas. B. Man-to-Man-defense covers a particular person. IV. Critical Analysis of Game Play A. Plays that end with yardage gain. B. Positioning players to utilize strengths. C. Defensive placement that gives the best coverage. ACTIVITIES: 1. Partner Pass/Catch-forward pass, lateral pass, handing off, and catching. 2. Small Group Activities-pass patterns/defensive overage.	Footballs Flag belts Cones Pinnies Protective equipment Vocabulary term sheet Written test	1. Teams verbally analyze offensive and defensive play during timeout periods. 2. Teams formulate a plan for team improvement. 3. Teacher observation of teams adjusting to compensate for identified strengths and weaknesses. 4. Students demonstrate the ability to work on a team; share in decision-making. 5. Students will demonstrate their knowledge about football game, rules, field, and players on a written test/quiz.

Fitness

		Rush Sack Touchdown Turn over		3. Game Play- 6 on 6 play 4. Construction of New Pass Patterns- teams devise pass patterns, practice and evaluate their effectiveness in a game.		
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Fitness

Unit:	Floor Hockey					
Big Ideas:	How can floor hockey serve as a lifelong physical activity?					
Unit Essential Questions:	<p>What are the skills, rules and strategies used to play a game of floor hockey?</p> <p>What physical benefits can a person expect to develop when participating in floor hockey?</p>					
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Competencies (Skills, Knowledge, Abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
3 class periods	10.3.12-D 10.4.12-A 10.4.12-D 10.4.12-E 10.4.12-F 10.5.12.A 10.5.12-B 10.5.12-C 10.5.12-E 10.5.12-F	Backhand Center Centering Clear Defense Dribble Face off Forward Forehand Goal Goalie High stick One timer Penalty Power play Slap shot Wrist shot	**Rules and safety of hockey *Moving with puck *Using proper stick handling skills with both sides of the blade *Shooting *Passing *Defense *Goalie *Face off	I. History II. Floor Hockey Skills A. Dribbling B. Push Pass C. Shooting on goal D. Goaltending E. Tackling III. Rules A. High Sticks-stick raised above the level of the players waist. B. Dangerous stick (inappropriate use of the stick) C. Pushing-using your body, arms, or legs to push another player away. D. Lofted Puck-a puck lifted off the level of the floor. IV. Game Play A. Offense strategies 1. Rush a shot, follow it into the goal cage. 2. Pass to an open player 3. Move puck down sideline 4. Center by goal cage B. Defensive Strategies 1. Straight on Tackle-face the offensive player, keep eye on the opponents stick, approach and make contact as the ball leaves the opponents stick. 2. Zone defense-each player covers a particular area. V. Analyze strength and weaknesses	Hockey sticks Goals Hockey pucks Hockey balls Tennis balls Score card Pinnies Boundary boards Protective equipment Vocabulary term sheet Written test	1. Accurately pass the puck to a teammate during game play. 2. Assess penalty and rule infractions during game play. 3. Demonstrate a defensive strategy during game play. 4. Design an offensive strategy. 5. Cooperatively and safely participate in game play. 6. Students will demonstrate their knowledge about the floor hockey game, rules, and players on a written test/quiz.

Fitness

Unit:		Golf				
Big Ideas:		How can golf serve as a lifelong physical activity?				
Unit Essential Questions:		<p>What are the skills, rules and strategies used to play a game of golf?</p> <p>What physical benefits can a person expect to develop when participating in golf?</p>				
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Competencies (Skills, Knowledge, Abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
3 class periods	10.3.12-D 10.4.12-A 10.4.12-D 10.4.12-E 10.4.12-F 10.5.12.A 10.5.12-B 10.5.12-C 10.5.12-E 10.5.12-F	Aim & alignment Approach Backswing Backspin Baseball grip Birdie Bogey Bunker Choking down Chunk Closed face Coil Divot Double bogey Downswing Driver Eagle Fade Fairway Green Grip Hook Iron Lie Mulligan Open face Par Punch shot Rough Scramble	*Swing with irons *Angle projections with irons *Swing with drivers *Wedges angles and distances * Putting *Scoring while playing golf	I. History & terminology II. Golf skills development and improvement ACTIVITIES: 1. Teacher explanation/demonstration of shots and golf course. 2. Videos enhancing the demonstrations of grip and strokes. 3. Use of putting and chipping mats in the gymnasium. 4. Chipping into hula-hoops on the field. 5. Teacher designed chip and putt course outside. 6. Student designed course. 7. Design a miniature golf course. 8. Highlight outstanding student performances	Golf balls Golf clubs (wedges, irons) Wiffle golf balls Chipping mats Hula-hoops Cones Safety equipment Vocabulary term sheet Written test	1. Label the parts of a golf course/hole on a diagram. 2. Partner/teacher check of putting the ball into a hole using proper form. 3. Complete a three-hole course chipping and putting when appropriate. 4. Teacher observation of the following etiquette as foursomes complete the class course: a. Playing with a variety of people. b. Compliments to team members c. Encouragement given. 5. Students will demonstrate their knowledge about golf rules, course, and skills on a written test/quiz.

Fitness

		Shank Slice Tee & Tee box Wedge				
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Fitness

Unit:		Handball & speedball				
Big Ideas:		How can handball & speedball serve as a lifelong physical activity?				
Unit Essential Questions:		<p>What are the skills, rules and strategies used to play a game of handball & speedball?</p> <p>What physical benefits can a person expect to develop when participating in handball & speedball?</p>				
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Competencies (Skills, Knowledge, Abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
5 class periods	10.3.12-D 10.4.12-A 10.4.12-D 10.4.12-E 10.4.12-F 10.5.12.A 10.5.12-B 10.5.12-C 10.5.12-E 10.5.12-F	Corner throw Dive shot Free throw Goal Goal area Goal area line Goalie Kick up Penalty throw Rebound Throw out	*Dribble while shooting * Passing the ball *Bounce pass *Screen *Pick and Roll * Man vs Zone *Goalkeeping :	I. History II. Play knowledge A. Rules B. Playing Field C. Players III. Skills A. Dribbling B. Bounce Pass C. Chest Pass D. Ball Control E. Scoring IV. Game Strategy A. Offensive 1. Player positioning 2. Pass to an open player 3. Center by goal cage. 4. Pick and Roll 5. Give and Go B. Defensive 1. Man to man-cover a specific person 2. Zone-cover a specific area 3. Defense skills (blocking/shielding) 4. Team communication ACTIVITIES: 1. Verbal review of Team Handball: rules, scoring. 2. Skill practice (partner, drills, self-practice) 3. Game demonstration	Handball Soccer ball Goals Cones Pinnies Protective equipment Vocabulary terms sheet Written test	Teacher observation of a team designed offensive strategy during game play. Peer review of a team designated defensive strategy during a game. During class closure, share an individual or group success with teammates. Students will demonstrate their knowledge about the team handball/speedball game, field, and players on a written test/quiz.

Fitness

				<ul style="list-style-type: none">4. Question answer sessions on team strategy.4. Challenge situations practiced5. Study sheets6. Game: stop action for rule & technique clarification.7. Varied game (players, time on field, size of goal/ball).		
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Fitness

Unit:	Combining Appropriate Fitness for life						
Big Ideas:	Correlate the relationship between proper life choices and exercise; Explain the benefits of daily exercise; Describe how body systems are affected by poor life choices and a sedentary lifestyle; Identify risk factors such as smoking cigarettes and drinking alcohol and their negative physical effects on overall wellness						
Unit Essential Questions:	How does lack of exercise affect the body systems? What are some age appropriate activities you can do to maintain a healthy lifestyle? What risk factors can you control to maintain overall wellness?						
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Essential Questions	Competencies (Skills, Knowledge, Abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
Weeks 1-16 Fitness terms and safety in the weight room or full body circuit	10.1.12 A, B, C, & E; 10.2.12 E; 10.3.12 A, B, C, & D 10.4.12 A-F 10.5.12 A-F	Muscular Strength, muscular endurance, cardiovascular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed, ectomorph, endomorph, mesomorph	What are your strengths and weaknesses in the eleven components of fitness? Why is it important to have a three second count resistance during all strength activities? Why is flexibility an important aspect of a fitness routine?	*Health Related Fitness Components *Skill Related Fitness Components	Terminology handouts with a partner Presidential fitness tests including: Mile run, one minute sit-ups, curl-ups, shuttle run, 50 yard dash, v-sit, and standing long jump Other: agility dots, vertical jump, serpentine, bodyweight bench press Body composition, BMI, and waistline measurements Height and weight measurements	Handouts with fitness terms Weight room Stop watches Shuttle batons V-sit box Omichron electrostatic body composition Measuring tape	Based on comparison to national age percentiles and previous student fitness scores Teacher observation in weight room for proper technique at all stations Teacher directed circuit exercises Fitness Terminology quiz (50 points)

Fitness

Unit:		Soccer				
Big Ideas:		How can soccer serve as a lifelong physical activity?				
Unit Essential Questions:		What are the skills, rules and strategies used to play a game of soccer? What physical benefits can a person expect to develop when participating in soccer?				
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Competencies (Skills, Knowledge, Abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
4 class periods	10.3.12-D 10.4.12-A 10.4.12-D 10.4.12-E 10.4.12-F 10.5.12.A 10.5.12-B 10.5.12-C 10.5.12-E 10.5.12-F	Advantage Assist Backward pass Break Break away Center Charge Chest trap Chip shot or pass Clear Corner kick Cross Defense Direct free kick Draw Dribble Drop kick Foot trap Forward pass Free kick Goal Goal kick Goalie/keeper Handball Header Indirect free kick Juggling Lead pass Marking Obstruction	*Dribbling while moving *Dribbling with both feet *Trapping using foot *Trapping using chest *Using inside and outside foot to pass *Shooting using your toes *Give and go *Zone defense *Man Defense *Fast Break	I. Skill Review A. Passing B. Trapping C. Dribbling D. Change Directions E. Shooting F. Throw in G. Heading H. Goaltending I. Punting II. Positioning III. Game Rules IV. Strategies VI. Analyze team play A. Move towards the passes B. Use of forward passes C. Squaring off with players D. Pass to outside on defense E. Move ball up sideline F. Pass across the goal to score ACTIVITIES: 1. Partner Passing/Trapping a. Stationary b. Moving 2. Goaltending-proper ways to move towards the ball and stop it 3. Dribbling/ball handling a. Individual	Indoor/outdoor soccer balls Goals Pinnies Score card Cones Protective equipment Vocabulary term sheet Written test	1. Teacher observation of offensive passing, attempts on goal and the utilization of defensive strategy during game play. 2. Team will verbally analyze their strengths and weaknesses during time out periods. 3. Students will demonstrate their knowledge about soccer the game, rules, field, and players on a written test/quiz.

Fitness

		Offside Penalty kick/shot Penalty spot Red card Save Shot Slide tackle Throw in Yellow card		b. With defensive player c. Work fakes d. Lead-up games e. Keep Away f. Line Soccer g. Team analysis h. Quarter/Half time discussions i. Verbal analysis of strategies		
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Fitness

Unit:		Softball				
Big Ideas:		How can softball serve as a lifelong physical activity?				
Unit Essential Questions:		What are the skills, rules and strategies used to play a game of softball? What physical benefits can a person expect to develop when participating in softball?				
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Competencies (Skills, Knowledge, Abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
4 class periods	10.3.12-D 10.4.12-A 10.4.12-D 10.4.12-E 10.4.12-F 10.5.12.A 10.5.12-B 10.5.12-C 10.5.12-E 10.5.12-F	Ball Bases Baseline Batter's box Batting order Bunt Choke up Count Cut-off person Cycle Dead ball Double play Error Extra base hit Fair ball Fielder's choice Force out Fly out Foul ball Glove Ground out Ground rule double Hit Infield Inning Lead Line drive Left field On deck Out	*Accurate throwing *Catching line drives *Catching pop flies * Fielding ground balls * Covering base path **Throwing the ball to cut off fielder *Defensive shifting *Batting *Running bases *Sacrifice	I. Review Skills A. Throwing B. Batting C. Fielding D. Field Positions E. Pitching II. Strategies A. Base coverage B. Double play C. Bunting D. Sacrifice E. Field shifting F. Cut off III. Game Play A. Batting Line-up Strengths 1. Singles hitters bat 1st and 2nd. 2. Strong batter bats 3rd. 3. Clean-up batter 4th. B. Fielding Strengths 1. Strong infielder/good arm on third and shortstop. 2. Strong fielder/good arm in left and center fields. ACTIVITIES: 1. Partner Throwing and Catching Warm up 2. Small group simulations: base coverage double play and	Softballs Incrediballs Tennis balls Bats Gloves Bases Protective equipment Vocabulary terms list Written test	1. Teacher observation of basic skills: throwing, catching, and batting during game play. 2. During a game students will be observed using softball strategies at the appropriate time. 3. Place teammates in batting lineup and field positions for effectiveness and harmony. 4. Students will demonstrate their knowledge about softball the game, rules, field, and players on a written test/quiz.

Fitness

		Pinch hitter Pinch runner Positions (pitcher, right field, 3 rd base etc.) Rundown Safe Single, double, triple, home run Strike Strike zone Tag up Walk		sacrifice. 3. Modified games 4. Run Backwards 5. Big Bat 6. No Strikeouts 7. Hit with a tennis racket 8. Self Pitch 9. Soft toss from side 10. Throw ball into play 11. Softball Game with third and sixth inning discussions to assess team play.		
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Fitness

Unit:		Table tennis & Pickleball				
Big Ideas:		How can table tennis serve as a lifelong physical activity?				
Unit Essential Questions:		<p>What are the skills, rules and strategies used to play a game of table tennis?</p> <p>What physical benefits can a person expect to develop when participating in table tennis?</p>				
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Competencies (Skills, Knowledge, Abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
3 class periods	10.3.12-D 10.4.12-A 10.4.12-D 10.4.12-E 10.4.12-F 10.5.12.A 10.5.12-B 10.5.12-C 10.5.12-E 10.5.12-F	Backhand Backspin Cross court Double bounce Drop shot Forehand Kill Let Lob Match Paddle Point Racket Serve Smash Smash Stroke Volley	*Forehand and backhand hits, *Pushes Flicks/Wrist shot *Loops *Rotation/spinning the ball *Serving	Skill improvement 1. service 2. return 3. clear 4. drop 5. smash 6. drive 7. kills Strategy development Doubles play Tournament play	Table tennis: A. Tables B. Paddles C. Balls Pickleball: A. Racquet B. Balls C. Cones D. Nets & standards Protective equipment Written test	1.Students will demonstrate their knowledge about table tennis & pickleball, the games, rules and courts on a written test/quiz.

Fitness

Unit:		Weight training				
Big Ideas:		How can weight training serve as a lifelong physical activity?				
Unit Essential Questions:		<p>What are the skills, rules and strategies used to play a game of weight training?</p> <p>What physical benefits can a person expect to develop when participating in weight training?</p>				
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Competencies (Skills, Knowledge, Abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
10 partial class periods	10.3.12-D 10.4.12-A 10.4.12-D 10.4.12-E 10.4.12-F 10.5.12.A 10.5.12-B 10.5.12-C 10.5.12-E 10.5.12-F	Abdominal muscles Abduction Adduction Aerobic training Anaerobic training Antagonist muscle Barbell Bench press Biceps muscles Calf extensions Chin ups/pull ups Collars (wt. collars) Concentric contraction Curl bar (EZ curl bar) Deadlift Deltoids Dips Dumbbell Eccentric contraction Failure reps Free weight FITT principle Gastrocnemius Glutes (gluteus maximus) Hamstrings Incline bench press Isometric movement Lat pull downs Leg curls	*Safety *Skill Related Fitness exercises *Health Related Fitness exercises *Lifelong fitness *Injury prevention *Muscle groups *Set and repetition ranges	I. History II. Relationship between fitness components and a workout. A. Components: Flexibility, Strength, B. Cardiovascular – Muscular Endurance C. Workout: Warm-up, Activity Period, Cool Down III. Safety Rules-Procedure/Technique A. Wait patiently for your turn. B. Encourage partners. C. Teacher present, spotting, directions (machines/teacher), correct handling of weights. D. Machines: Follow directions on the machines. IV. Weights/Machines and Related Muscle Groups A. Free weights: (Bench-press /chest, Military Press/Deltoids, Upright Row/Upper arm, Dumbbell curl/ Biceps, etc.) B. Machine Stations:(Leg/extensions, Leg Curl) C. Hamstring, Adductor/inner thigh, Abductor/outer D. Thigh, Leg Press/quadriceps, etc.) V. Weight Training Concepts: (Low weight plus high repetitions = toning effect)	Weight room A. Free weights B. Machines C. Med Balls D. Dumbbells E. Various benches, racks, & equipment F. Yoga mats G. Cleaning supplies Workout routine sheets Individual routine sheets	1. Students will develop and implement an exercise program utilizing weight training principles. They will journal their physical, emotional and cognitive progress 2. On a written exam students will identify: three training concepts, components of fitness, and match the machines to the specific muscle groups. 3. Students will be observed using proper technique. 4. Students will wait their turn and be supportive of classmates

Fitness

		<p>Leg extensions Lunges Military press Oblique muscles Pectoral muscles Pull-overs Quadriceps Repetition Routine Set Squat Trapezius muscle Triceps muscles</p>		<p>(High weight plus low repetitions = strengthening)</p> <p>A. Pyramid Training-Start with high repetitions, low weight to warm up, then decrease the repetitions as you add weight. This can also be done the reverse way.</p> <p>B. Supersets-A superset is when you do one exercise right after the other, with little or no rest until the second set is complete (used with opposing muscle groups).</p> <p>C. Triceps-A group of three exercises, each done with little rest in between. Can work 3 different areas of the same muscle.</p> <p>VI. Individual Program Components-Each students design their own fitness program.</p> <p>A. Warm-up B. Free weights C. Machine movements D. Cardiovascular Activity E. Cool-down</p> <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Teacher prepared posters, handouts, charts, labels. 2. Teacher explanation, demonstration, question/answer, class discussion 3. Supervised practice/ self analysis 4. Design and implement individualized program 		
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