

# Physical Education 6 Curricular Document

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## Course Information

### Physical Education 6

CURRICULUM/CONTENT AREA	COURSE LENGTH
Physical Education	One year
GRADE LEVEL	DATE LAST REVIEWED
6	2016 Program Evaluation 2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
NA	04/2024

### Desired Results

#### COURSE DESCRIPTION

Students will participate in fitness activities, build a variety of motor skills and movement patterns and develop knowledge & skills needed to establish and sustain a health-enhancing lifestyle.

#### ENDURING UNDERSTANDINGS

1. Proficient movement skills provide competency in all physical activities.
2. There are necessary psychological and physical skills that will help support continued lifetime physical fitness.
3. Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness.

#### ESSENTIAL QUESTIONS

- How will practicing skills improve my physical performance?
- Why should I be physically active?
- How will physical activity make me a healthy person?
- How does participating in a variety of physical activities keep me healthy?

- 4. Demonstrating responsible and respectful behavior promotes positive personal and social success.
- 5. Everyone benefits from collaboratively working towards improved health and wellness
- 6. Physical activity promotes social, emotional, and physical well being of self and the community.

- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

Physical Education Standards by Unit	Unit 1	Unit 2	Unit 3	Unit 4
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	X	X	X	X
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	X	X	X	X
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	X	X	X	X
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	X	X	X	X
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	X	X	X	X

## Unit 1: **INVASION GAMES**

Students focus on building relationships, enhancing communication skills, developing leadership qualities and expressing encouragement to others while participating in group physical activities. Students will participate in a variety of cooperative games and challenges. These may include: Team Challenges, Low Organized Games, Soccer, Speedball, Ultimate Football/Frisbee, Basketball, Volleyball, Floor Hockey

### UNIT DESIRED RESULTS

**UNIT ESSENTIAL QUESTION:** *In this unit, students will keep considering...*

- How will practicing skills improve my physical performance?
- Why should I be physically active?
- How will physical activity make me a healthy person?

- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

<b>UNIT PRIORITY STANDARDS:</b> <i>Students will know and be able to...</i>	<b>LEARNING PRIORITY</b>	<b>LEARNING TARGETS:</b> <i>I can...</i>
<b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.	PE.S1.M2 Invasion Games: Throwing PE.S1.M3 Invasion Games: Catching PE.S1.M4 Invasion Games: Passing and Receiving PE.S1.M5 Invasion Games: Passing and Receiving PE.S1.M6 Invasion Games: Offensive Skills PE.S1.M7 Invasion Games: Dribbling/Object Control PE.S1.M8 Invasion Games: Dribbling/Object Control PE.S1.M9 Invasion Games: Shooting on Goal PE.S1.M10 Invasion Games: Defensive Skills	<ul style="list-style-type: none"> <li>● Throw with a mature pattern for distance or power appropriate to the practice task.</li> <li>● Catch with a mature pattern from a variety of trajectories using different objects in varying practice tasks.</li> <li>● Pass and receive with hands, feet, or implement in combination with locomotor patterns of running and change of direction and speed with competency within invasion game practice tasks, including those from other cultures</li> <li>● Perform pivot, fake, screen, give and go, and jab steps designed to create open space without defensive pressure during practice tasks</li> <li>● Throw, while stationary, a leading pass to a moving receiver.</li> <li>● Dribble with dominant hand using a change of speed and direction in a variety of practice tasks.</li> <li>● Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.</li> <li>● Shoot on goal with power during practice tasks.</li> <li>● Maintain defensive-ready position with weight on balls of feet, arms extended, and eyes on the midsection of the offensive player.</li> </ul>
<b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	PE.S2M1 Invasion Games: Creating Space (with movement) PE.S2.M2 Invasion Games: Creating Space PE.S2.M3 Invasion Games: Reducing Space (changing the size and shape) PE.S2.M4 Invasion Games: Reducing Space (using denial)	<ul style="list-style-type: none"> <li>● Create open space by using locomotor patterns using width and length of the playing area (e.g., walking, running, jumping, and landing) in combination with movement (e.g., varying pathways, change of speed, direction, or pace).</li> <li>● Identify and perform at least one of the following offensive tactics to create open space: move to open space without the object; use a variety of passes, pivots, and fakes; give and go.</li> <li>● Reduce open space on defense by making the body larger and reducing passing angles.</li> <li>● Reduce open space by not allowing the catch (denial) or by allowing</li> </ul>

	PE.S2.M5 Invasion Games: Transition	<p>the catch but not the return pass.</p> <ul style="list-style-type: none"> <li>● Transition from offense to defense or defense to offense by recovering quickly.</li> </ul>
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	<p>PE.S3.14 Knowledge application</p> <p>PE.S3.M15 Knowledge Application</p> <p>PE.S3.M7 Fitness Knowledge: Warm Up and Cool Down</p>	<ul style="list-style-type: none"> <li>● I can engage in a variety of aerobic fitness activities</li> <li>● I can identify and list various types of lifetime physical activity opportunities</li> <li>● Describe the role of warm-ups and cooldowns before and after physical activity</li> </ul>
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	<p>PE.S4.M1 Safety</p> <p>PE.S4.M2 Social Awareness</p> <p>PE.S4.M3 Social Awareness</p> <p>PE.S4.M4 Self-management: Goal Setting</p> <p>PE.S4.M5 Relationship Skills: Feedback</p> <p>PE.S4.M6 Relationship Skills: Conflict Resolution</p> <p>PE.S4.M7 Decision-Making</p>	<ul style="list-style-type: none"> <li>● Identify and define discrimination and stereotyping</li> <li>● Identify procedures and protocols for activities in a variety of learning environments (e.g., small-sided games, individual performance activities).</li> <li>● I can identify how choices can impact others in a positive and negative way</li> <li>● I can identify procedures and protocols for activities in a variety of learning environments</li> <li>● Identify safety concerns and protocols within the learning environment.</li> <li>● Set attainable and realistic short-term (S.M.A.R.T) goals.</li> <li>● Identify negotiation skills and conflict resolution strategies to resolve differences with teacher guidance.</li> </ul>
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	<p>PE.S5.M5 Social Interaction</p> <p>PE.S5.M3 Self-expression and enjoyment</p> <p>PE.S5.M1 Health and Well-being</p> <p>PE.S5.M2 Self-awareness and Self-management: Challenge and Growth Mindset</p> <p>PE.S5.M4 Self-expression and Enjoyment</p>	<ul style="list-style-type: none"> <li>● I can demonstrate respect for self and others in physical activities and games by following the rules, encouraging others, and playing in the spirit of the game.</li> <li>● I can identify why self-selected physical activities create enjoyment.</li> <li>● Describe how being physically active leads to increased health and well-being.</li> <li>● Identify when challenged personal strengths with teacher guidance.</li> <li>● Identify how self-expression and physical activity are related.</li> <li>● Identify and explain how physical activity provides opportunities for increasing social interaction.</li> </ul>

## ASSESSMENT EVIDENCE

*Performance is evaluated in terms of... Students will show their learning by...*

### **Performance-Based Task Description(s):**

- Performance assessments are regularly used throughout instruction. These assessments include the use of a daily physical education rubric, as well as written and skill assessments.

### **Success Criteria Rubrics**

- [Standards-aligned rubrics](#) are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

### **Key Assessment Strategies to Inform Feedback & Instruction:**

- *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- *Feedback targeted to skill student is working towards*
- *Small group or individual skill work as needed*
- *Quick write or oral discourse on essential questions or unit specific topic*
- *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- *formative skills checks*
- *Key vocabulary checks*
- *peer observation & feedback*
- *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- *Positive reinforcement to application of feedback , redirection when application does not occur.*

### **Strategies for Varied Level Learners**

<input type="checkbox"/> Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	<input type="checkbox"/> Vary activities and assessment methods.	<input type="checkbox"/> Vary the activity/exercise length of time or intensity.e.
<input type="checkbox"/> Vary level of prompting, communication method, or reflection questioning used.	<input type="checkbox"/> Vary goal creation, self assessments, and fitness plan.	<input type="checkbox"/> Establish clear expectations and vary reinforcement.
<input type="checkbox"/> Vary method of recording physical activity.	<input type="checkbox"/> Vary interactions and group makeup.	<input type="checkbox"/> Other:

## Unit 2: FITNESS DEVELOPMENT

Students will be participating in a variety of moderate to vigorous activities that challenge them to improve their overall fitness in a group setting. These activities may include fitness videos, interval training, stations, aerobics, resistance training, cardiovascular training, and group fitness challenges. Additional high interest activities such as soccer, Ultimate Frisbee, Speedball, Floor Hockey, and fitness equipment are incorporated.. Finally, students will utilize fitness technology to understand it's benefit in fitness development. Fitness technology may include pedometers, heart rate monitors, and fitness apps.

### UNIT DESIRED RESULTS

**UNIT ESSENTIAL QUESTION:** *In this unit, students will keep considering...*

- How will practicing skills improve my physical performance?
- Why should I be physically active?
- How will physical activity make me a healthy person?
- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

UNIT PRIORITY STANDARDS: <i>Students will know and be able to...</i>	LEARNING PRIORITY	LEARNING TARGETS: <i>I can...</i>
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	PE.S1.M1.6 Dance and Rhythms	<ul style="list-style-type: none"> <li>● Demonstrate correct rhythm and pattern for various dance forms</li> <li>● Revise a selected dance/rhythm sequence to include new movement patterns</li> </ul>
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics	PE.S2.M11	<ul style="list-style-type: none"> <li>● Identify Newton's Three Laws of Motion and how they impact movement in physical activity.</li> </ul>

related to movement and performance.		
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	<p>PE.S3.M1 Physical Activity Knowledge: Barriers</p> <p>PE.S3.M2 Fitness Knowledge Components</p> <p>PE.S3.M3 Fitness Knowledge: Flexibility</p> <p>PE.S3.M5 Fitness Knowledge: Health Related Fitness Components</p> <p>PE.S3.M6 Fitness Knowledge: FITT Principle</p> <p>PE.S3.M7 Fitness Knowledge: Warm Up and Cool Down</p> <p>PE.S3.M8 Fitness Knowledge: Cardio-respiratory</p> <p>PE.S3.M9 Fitness Knowledge: Body Systems</p> <p>PE.S3.M10, M11 Assessment and Program Planning</p> <p>PE.S3.M12 Nutrition: Healthy Nutritional Choices</p> <p>PE.S3.M13 Mindfulness and Stress Management</p> <p>PE.S3.M14,15 and 16 Knowledge Application</p>	<ul style="list-style-type: none"> <li>● Identify barriers related to maintaining a physically active lifestyle and seek solutions for eliminating those barriers.</li> <li>● Provide examples of health-related and skill-related fitness physical activities.</li> <li>● Set and monitor a self-selected physical activity S.M.A.R.T goal for aerobic and muscle-and bone-strengthening activity based on current fitness level.</li> <li>● Describe and demonstrate a variety of appropriate static stretching techniques for all major muscle groups.</li> <li>● Define aerobic and anaerobic capacity and muscular strength and muscular endurance.</li> <li>● Identify each of the components of the overload principle (FITT formula: Frequency, Intensity, time and type) for different types of physical activity (aerobic, muscular fitness and flexibility).</li> <li>● Describe the role of warm-ups and cool-downs before and after physical activity.</li> <li>● Determine the correlation between target heart rate zones to the Borg Scale rate of perceived exertion (REP) to create and implement a basic plan for improvement.</li> <li>● Identify major muscles used in selected physical activities.</li> <li>● Design and implement a program of remediation for an area of improvement based on the results of health-related fitness assessment.</li> <li>● Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log.</li> <li>● Describe the relationship between poor nutrition and health risk factors.</li> <li>● Identify positive and negative results of stress and appropriate ways of dealing with each.</li> <li>● Explain the connections between fitness and overall physical mental health.</li> <li>● Engage in a variety of aerobic fitness activities using technology to monitor progress.</li> <li>● Develop an inventory of physical fitness activities for each of the components of fitness.</li> <li>● Identify and list various types of lifetime physical activity opportunities(e.g, Recreational team or dual sports, outdoor pursuits, martial arts, dance/rhythms, etc.)</li> <li>● Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes a day.</li> </ul>

<p>Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.</p>	<p>PE.S4.M1 Safety</p> <p>PE.S4.M2 Social Awareness: Procedures and Protocols</p> <p>PE.S4.M3 Social Awareness</p> <p>PE.S4.M4 Self-management: Goal Setting</p> <p>PE.S4.M5 Relationship Skills: Feedback</p> <p>PE.S4.M6 Relationship Skills: Conflict Resolution</p> <p>PE.S4.M7 Decision Making</p>	<ul style="list-style-type: none"> <li>● Identify negotiation skills and conflict resolution strategies to resolve differences with teacher guidance.</li> <li>● Identify how choices can impact others in a positive and negative way.</li> <li>● Identify safety concerns and protocols within the learning environment.</li> <li>● Identify procedures and protocols for activities in a variety of learning environments (e.g., small-sided games, individual performance activities).</li> <li>● Identify and define discrimination and stereotyping.</li> <li>● Set attainable and realistic short-term (S.M.A.R.T) goals.</li> <li>● Identify ways to improve performance using teacher-generated criteria.</li> </ul>
<p>Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>PE.S5.M1 Health and Well-being</p> <p>PE.S5.M2 Self-awareness and Self-management: Challenge and Growth Mindset</p> <p>PE.S5.M5 and 6 Social Interaction</p> <p>PE.S5.M3 and 4 Self-expression and enjoyment</p>	<ul style="list-style-type: none"> <li>● Describe how being physically active leads to increased health and well-being.</li> <li>● Demonstrate respect for self and others in physical activities and games by following the rules, encouraging others, and playing in the spirit of the game.</li> <li>● Identify and explain how physical activity provides opportunities for increasing social interaction.</li> <li>● Identify how self-expression and physical activity are related.</li> <li>● Identify why self-selected physical activities create enjoyment.</li> </ul>

### ASSESSMENT EVIDENCE

*Performance is evaluated in terms of... Students will show their learning by...*

**Performance-Based Task Description(s):**

→ Students will be participating in a variety of assessments to evaluate their current level of fitness. Students will engage in different forms of fitness assessments. These may include FITNESSGRAM and fitness apps.

**Success Criteria Rubrics**

→ [Standards-aligned rubrics](#) are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

**Key Assessment Strategies to inform Feedback & Instruction:**

→ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*

- Feedback targeted to skill student is working towards
- Small group or individual skill work as needed
- Quick write or oral discourse on essential questions or unit specific topic
- Analysis and reflection on fitness assessment data (e.g.- heart rate),
- formative skills checks
- Key vocabulary checks
- peer observation & feedback
- Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills
- Positive reinforcement to application of feedback , redirection when application does not occur.

**Strategies for Varied Level Learners**

<input type="checkbox"/> Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	<input type="checkbox"/> Vary activities and assessment methods.	<input type="checkbox"/> Vary the activity/exercise length of time or intensity.e.
<input type="checkbox"/> Vary level of prompting, communication method, or reflection questioning used.	<input type="checkbox"/> Vary goal creation, self assessments, and fitness plan.	<input type="checkbox"/> Establish clear expectations and vary reinforcement.
<input type="checkbox"/> Vary method of recording physical activity.	<input type="checkbox"/> Vary interactions and group makeup.	<input type="checkbox"/> Other:

## Unit 3: Net and Racket Games

Students will focus on enhancing communication skills, develop and utilize strategies that will allow them to become better racket players and communicators. Students will participate in a variety of cooperative games and challenges. These may include: Tennis, Volleyball, Badminton, or Pickleball.

### UNIT DESIRED RESULTS

**UNIT ESSENTIAL QUESTION:** *In this unit, students will keep considering...*

- How will practicing skills improve my physical performance?
- Why should I be physically active?
- How will physical activity make me a healthy person?
- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

**UNIT PRIORITY STANDARDS:**  
*Students will know and be able to...*

**LEARNING PRIORITY**

**LEARNING TARGETS:**

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

PE.S1.M11 Net/Wall Games:  
Serving

PE.S1.M12 Net/Wall Games:  
Striking

PE.S1.M13 Net/Wall Games:  
Forehand and Backhand

PE.S1.M14 Net/Wall Games:  
Weight Transfer

PE.S1.M15 Net/Wall Games:  
Volley

/

- Performs an underhand serve with control for net and wall games.
- Strike with a mature overhand pattern in a non-dynamic environment for net/wall games
- Demonstrate the mature form of the forehand and backhand strokes with a short-handled implement in net games.
- Transfer weight with correct timing for the striking pattern.
- Forehand volley with a mature form and control using a short-handled

	<p>PE.S1.M16 Net/Wall Games: Two-hand Volley</p> <p>PE.S1.M17 Target Games: Throwing</p> <p>PE.S1.M18 Target Games: Striking</p> <p>PE.S1.M19 Fielding and Striking Games: Striking</p> <p>PE.S1.M20 Fielding and Striking Games: Catching</p> <p>PE.S1.M21 Outdoor Pursuits/ Adventure Activities</p>	<p>implement.</p> <ul style="list-style-type: none"> <li>• Two-hand volley with control in a variety of practice tasks</li> <li>• Demonstrate a mature throwing pattern for a modified target activity during a practice task.</li> <li>• Strike, with an implement, a stationary object for accuracy and distance in a practice task.</li> <li>• Strike an object with an implement with force in a variety of practice tasks.</li> <li>• Catch, with a mature pattern, from different trajectories using a variety of objects in a variety of practice tasks.</li> <li>• Demonstrate correct technique for basic skills in one selected individual performance or outdoor activity.</li> </ul>
<p>Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>PE.S2.M6 Net/Wall Games: Creating Space (through variation)</p> <p>PE.S2.M7 Net/Wall Games: Using Tactics and Shots</p> <p>PE.S2.M8 Target Games: Shot Selection</p> <p>PE.S2.M10 Fielding and Striking Games: Reducing</p>	<ul style="list-style-type: none"> <li>• Create open space in net/wall games with either a long- or short-handled implement by varying force and direction.</li> <li>• Reduce offensive options for opponents by returning to home position while maintaining proper court positioning by limiting opponent's offensive opportunities in varying practice tasks.</li> <li>• Select appropriate shot and club based on location of the object in relation to the target (e.g., appropriate disc or throw in disc golf, appropriate club in golf).</li> <li>• Identify and perform a defensive play based on the situation (e.g., number of outs).</li> </ul>

	<p>Space</p> <p>PE.S2.M11 Movement Concepts, Principles, and Knowledge</p> <p>PE.S2.M1 Invasion Games: Creating Space (with movement)</p> <p>PE.S2.M2 Invasion Games: Creating Space (with offensive tactics)</p> <p>PE.S2.M3 Invasion Games: Reducing Space (changing the size and shape)</p> <p>PE.S2.M4 Invasion Games: Reducing Space (using denial)</p> <p>PE.S2.M5 Invasion Games: Transition</p> <p>PE.S2.M9 Fielding and Striking Games: Offensive Strategies</p>	<ul style="list-style-type: none"> <li>● Identify Newton’s Three Laws of Motion and how they impact movement in physical activity.</li> <li>● Create open space by using locomotor patterns using width and length of the playing area (e.g., walking, running, jumping, and landing) in combination with movement (e.g., varying pathways, change of speed, direction, or pace).</li> <li>● Identify and perform at least one of the following offensive tactics to create open space: move to open space without the object; use a variety of passes, pivots, and fakes; give and go.</li> <li>● Reduce open space on defense by making the body larger and reducing passing angles.</li> <li>● Reduce open space by not allowing the catch (denial) or by allowing the catch but not the return pass.</li> <li>● Transition from offense to defense or defense to offense by recovering quickly.</li> <li>● Identify open spaces and attempt to use a variety of shots to strike the object into that space.</li> </ul>
<p>Standard 3: The student will demonstrate the knowledge and skills to achieve a</p>	<p>PE.S3.M1 Physical Activity Knowledge: Barriers</p> <p>PE.S3.M7 Fitness Knowledge: Warm Up and Cool Down</p>	<ul style="list-style-type: none"> <li>● Identify barriers related to maintaining a physically active lifestyle and seek solutions for eliminating those barriers</li> <li>● Describe the role of warm-ups and cooldowns before and after physical activity.</li> <li>● A. Engage in a variety of aerobic fitness activities using technology to</li> </ul>

<p>health-enhancing level of physical activity and fitness.</p>	<p>PE.S3.M14 Knowledge Application</p> <p>PE.S3.M15 Knowledge Application</p> <p>PE.S3.M16 Knowledge Application</p>	<p>monitor progress. B. Develop an inventory of physical fitness activities for each of the components of fitness.</p> <ul style="list-style-type: none"> <li>Identify and list various types of lifetime physical activity opportunities (e.g., recreational team or dual sports, outdoor pursuits, martial arts, dance/rhythms, aquatic activities, etc.).</li> <li>Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate to vigorous intensity for at least 60 minutes a day.</li> </ul>
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<p>Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>PE.S5.M1 Health and Wellbeing</p> <p>PE.S5.M2 Self-awareness and Self-management: Challenge and Growth Mindset</p> <p>PE.S5.M3 Self-expression and Enjoyment</p> <p>PE.S5.M4 Self-expression and Enjoyment</p> <p>PE.S5.M5 Social Interaction</p> <p>PE.S5.M6 Social Interaction</p>	<ul style="list-style-type: none"> <li>Describe how being physically active leads to increased health and well-being.</li> <li>Identify when challenged personal strengths with teacher guidance.</li> <li>Demonstrate respect for self and others in physical activities and games by following the rules, encouraging others, and playing in the spirit of the game.</li> <li>Identify and explain how physical activity provides opportunities for increasing social interaction.</li> <li>Identify why self-selected physical activities create enjoyment.</li> <li>Identify how self-expression and physical activity are related.</li> </ul>

### ASSESSMENT EVIDENCE

*Performance is evaluated in terms of... Students will show their learning by...*

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- *formative skills checks*
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<input type="checkbox"/> Vary level of prompting, communication method, or reflection questioning used.	<input type="checkbox"/> Vary goal creation, self assessments, and fitness plan.	<input type="checkbox"/> Establish clear expectations and vary reinforcement.
<input type="checkbox"/> Vary method of recording physical activity.	<input type="checkbox"/> Vary interactions and group makeup.	<input type="checkbox"/> Other:

## Unit 4: FIELDING AND STRIKING GAMES

*Students will experience a variety of field and striking games. These games provide learners opportunities to develop skills that may be used in recreation and leisure activities throughout one's lifetime. Examples include softball, baseball, kickball, etc.*

### UNIT DESIRED RESULTS

**UNIT ESSENTIAL QUESTION:** *In this unit, students will keep considering...*

- How will practicing skills improve my physical performance?
- Why should I be physically active?
- How will physical activity make me a healthy person?
- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

UNIT PRIORITY STANDARDS: <i>Students will know and be able to...</i>	LEARNING PRIORITY	LEARNING TARGETS: <i>I can...</i>
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	PE.S1.M19 Fielding and Striking Games: Striking  PES1.M20 Fielding and Striking Games: Catching  PE.S1.M21 Outdoor Pursuits/ Adventure Activities  PE.S1.M17 Target Games: Throwing	<ul style="list-style-type: none"> <li>● Strike an object with an implement with force in a variety of practice tasks.</li> <li>● Catch, with a mature pattern, from different trajectories using a variety of objects in a variety of practice tasks.</li> <li>● Demonstrate correct technique for basic skills in one selected individual performance or outdoor activity.</li> <li>● Demonstrate a mature throwing pattern for a modified target activity during a practice task.</li> </ul>

	<p>PE.S1.M18 Target Games: Striking</p> <p>PE.S1.M2 Invasion Games: Throwing</p> <p>PE.S1.M5 Invasion Games: Passing and Receiving</p> <p>PE.S1.M8 Invasion Games: Dribbling/Object Control</p> <p>PE.S1.M9 Invasion Games: Shooting on Goal</p> <p>PE.S1.M10 Invasion Games: Defensive Skills</p>	<ul style="list-style-type: none"> <li>● Strike, with an implement, a stationary object for accuracy and distance in a practice task.</li> <li>● Throw with a mature pattern for distance or power appropriate to the practice task.</li> <li>● Throw, while stationary, a leading pass to a moving receiver.</li> <li>● Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.</li> <li>● Shoot on goal with power during practice tasks.</li> <li>● Maintain defensive-ready position with weight on balls of feet, arms extended, and eyes on the midsection of the offensive player.</li> </ul>
<p>Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>PE.S2.M9 Fielding and Striking games: Offensive Strategies</p> <p>PE.S2.M10 Fielding and Striking Games: Reducing Space</p>	<ul style="list-style-type: none"> <li>● Identify open spaces and attempt to use a variety of shots to strike the object into that space.</li> <li>● Identify and perform a defensive play based on the situation (e.g. number of outs)</li> </ul>

	<p>PE.S2.M8 Target Games: Shot Selection</p> <p>PE.S2.M11 Movement Concepts, Principles, and Knowledge</p> <p>PE.S2.M5 Invasion Games: Transition</p> <p>PE.S2.M4 Invasion Games: Reducing Space (using denial)</p> <p>PE.S2.M3 Invasion Games: Reducing Space (changing the size and shape)</p> <p>PE.S2.M2 Invasion Games: Creating Space (with offensive tactics)</p> <p>PE.S1.M6 Invasion Games: Offensive Skills</p>	<ul style="list-style-type: none"> <li>● Select appropriate shot and club based on location of the object in relation to the target (e.g., appropriate disc or throw in disc golf, appropriate club in golf).</li> <li>● Identify Newton’s Three Laws of Motion and how they impact movement in physical activity.</li> <li>● Transition from offense to defense or defense to offense by recovering quickly.</li> <li>● Reduce open space by not allowing the catch (denial) or by allowing the catch but not the return pass.</li> <li>● Reduce open space on defense by making the body larger and reducing passing angles.</li> <li>● Identify and perform at least one of the following offensive tactics to create open space: move to open space without the object; use a variety of passes, pivots, and fakes; give and go.</li> <li>● Create open space in net/wall games with either a long- or short-handled implement by varying force and direction.</li> </ul>
<p>Standard 3: The student will demonstrate the knowledge and skills to achieve a</p>	<p>E.S3.M4 Fitness Knowledge: Flexibility</p> <p>PE.S3.M7 Fitness Knowledge: Warm</p>	<ul style="list-style-type: none"> <li>● Describe and demonstrate a variety of appropriate static stretching techniques for all major muscle groups.</li> <li>● Describe the role of warm-ups and cooldowns before and after</li> </ul>

<p>health-enhancing level of physical activity and fitness.</p>	<p>Up and Cool Down</p> <p>PE.S3.M15 Knowledge Application</p> <p>PE.S3.M16 Knowledge Application</p>	<p>physical activity</p> <ul style="list-style-type: none"> <li>● Identify and list various types of lifetime physical activity opportunities (e.g., recreational team or dual sports, outdoor pursuits, martial arts, dance/rhythms, aquatic activities, etc.).</li> <li>● Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes a day.</li> </ul>
<p>Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.</p>	<p>PE.S4.M1 Safety</p> <p>PE.S4.M2 Social Awareness: Procedures and Protocols</p> <p>PE.S4.M3 Social Awareness</p> <p>PE.S4.M4 Self-management: Goal Setting</p> <p>PE.S4.M5 Relationship Skills: Feedback</p> <p>PE.S4.M6 Relationship Skills: Conflict Resolution</p> <p>PE.S4.M7 Decision- Making</p>	<ul style="list-style-type: none"> <li>● Identify ways to improve performance using teacher-generated criteria</li> <li>● Identify negotiation skills and conflict resolution strategies to resolve differences with teacher guidance.</li> <li>● Identify how choices can impact others in a positive and negative way.</li> <li>● Identify safety concerns and protocols within the learning environment.</li> <li>● Identify procedures and protocols for activities in a variety of learning environments (e.g., small-sided games, individual performance activities).</li> <li>● Identify and define discrimination and stereotyping.</li> <li>● Set attainable and realistic short-term (S.M.A.R.T) goals.</li> </ul>
<p>Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>PE.S5.M1 Health and Wellbeing</p> <p>PE.S5.M2 Self-awareness and Self-management: Challenge and Growth Mindset</p> <p>PE.S5.M3 Self- Expression and Enjoyment</p> <p>PE.S5.M4 Self- Expression and Enjoyment</p> <p>PE.S5.M5 Social Interaction</p> <p>PE.S5.M6 Social Interaction</p>	<ul style="list-style-type: none"> <li>● Identify why self-selected physical activities create enjoyment.</li> <li>● Identify how self-expression and physical activity are related.</li> <li>● Demonstrate respect for self and others in physical activities and games by following the rules, encouraging others, and playing in the spirit of the game.</li> <li>● Identify and explain how physical activity provides opportunities for increasing social interaction.</li> <li>● Describe how being physically active leads to increased health and well-being.</li> <li>● Identify when challenged personal strengths with teacher guidance.</li> </ul>

## ASSESSMENT EVIDENCE

*Performance is evaluated in terms of... Students will show their learning by...*

**Performance-Based Task Description(s):**

- Performance assessments are regularly used throughout instruction. These assessments include the use of a daily physical education rubric, as well as written and skill assessments

**Success Criteria Rubrics**

- [Standards-aligned rubrics](#) are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

**Key Assessment Strategies to Inform Feedback & Instruction:**

- *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- *Feedback targeted to skill student is working towards*
- *Small group or individual skill work as needed*
- *Quick write or oral discourse on essential questions or unit specific topic*
- *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- *formative skills checks*
- *Key vocabulary checks*
- *peer observation & feedback*
- *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- *Positive reinforcement to application of feedback , redirection when application does not occur.*

**Strategies for Varied Level Learners**

<input type="checkbox"/> Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	<input type="checkbox"/> Vary activities and assessment methods.	<input type="checkbox"/> Vary the activity/exercise length of time or intensity.e.
<input type="checkbox"/> Vary level of prompting, communication method, or reflection questioning used.	<input type="checkbox"/> Vary goal creation, self assessments, and fitness plan.	<input type="checkbox"/> Establish clear expectations and vary reinforcement.
<input type="checkbox"/> Vary method of recording physical activity.	<input type="checkbox"/> Vary interactions and group makeup.	<input type="checkbox"/> Other: