

Physical Education 7 Curricular Document

Table of Contents

- Course Information
 - Desired Results for Course
 - Course Enduring Understandings
 - Course Essential Questions
 - Physical Education Standards Grade Level Band and by Unit
-

Unit 1 : Title

- Unit Desired Results
 - Unit Assessment Evidence
-

Unit 2: Title

- Unit Desired Results
 - Unit Assessment Evidence
-

Unit 3: Title

- Unit Desired Results
 - Unit Assessment Evidence
-

Unit 4: Title

- Unit Desired Results
 - Unit Assessment Evidence
-

Course Information

Physical Education 7

| CURRICULUM/CONTENT AREA | COURSE LENGTH |
|--------------------------------------|---------------------------------|
| Physical Education | 1 year |
| GRADE LEVEL | DATE LAST REVIEWED |
| 7 | 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 | ESSENTIAL QUESTIONS |
| <ol style="list-style-type: none"> 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. | <ul style="list-style-type: none"> ● 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? |

- 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.

| 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?

| UNIT PRIORITY STANDARDS: <i>Students will know and be able to...</i> | LEARNING PRIORITY | LEARNING TARGETS: <i>I can...</i> |
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| Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. | PE.S1.M2.7 Invasion games Throwing PE.S1.M3 .7 Invasion games Catching PE.S1.M4 .7 Invasion games Passing and Receiving PE.S1.M5.7 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 . PE.S1.M10 | <ul style="list-style-type: none"> ● Throw with a mature pattern for distance or power appropriate to the activity in a dynamic environment. ● Catch with a mature pattern from a variety of trajectories using different objects in dynamic environments or modified game play. ● 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 games, including those from other cultures. ● Throw, while moving, a leading pass to a moving receiver. ● Execute at least one of the following designed to create open space with defensive pressure in a dynamic environment: pivots, fakes, jab steps, screens, give and go. ● Dribble with dominant and nondominant hands using a change of speed and direction in a dynamic environment ● Foot-dribbles or dribbles with an implement combined with passing in a dynamic environment. ● Shoot on goal with power and accuracy in a dynamic environment ● Slide in all directions while on defense without crossing feet. |

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| | <p>PE.S1.M17 Target Games: Throwing</p> <p>PE.S1.M18 Target Games: Striking</p> | <ul style="list-style-type: none"> ● Execute consistently a mature throwing pattern for target activity in a dynamic environment. ● Strike, with an implement, a stationary object for accuracy in a dynamic environment. |
| <p>Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</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.M11 Movement Concepts, Principles, and Knowledge</p> <p>PE.S2.M9 Fielding and Striking Games: Offensive Strategies</p> <p>PE.S2.M10 Fielding and Striking Games: Reducing Space</p> <p>PE.S2.M8 Target Games: Shot Selection</p> | <ul style="list-style-type: none"> ● Reduce open space by using locomotor patterns (e.g., walking, running, jumping, and landing, changing the size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, and reducing the distance between player and goal). ● Execute in a practice task at least one of the following offensive tactics to create open space: stay spread on offense; use a variety of passes, pivots, and fakes; give and go. ● Reduce open space on defense by staying close to the opponent as he/she nears the goal. ● Reduce open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection. ● Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage. ● Apply Newton’s Three Laws of Motion to various physical activities. ● Use a variety of shots (e.g., line drive high arc) to hit the object into open space. ● Analyze, refine, and apply defensive strategy based on the situation (e.g., number of outs). ● Vary the speed and trajectory of the shot based on the location of the object in relation to the target. |

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| <p>Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p> | <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> <p>PE.S3.M8 Fitness Knowledge: Cardio-respiratory</p> <p>PE.S3.M16 Knowledge Application</p> | <ul style="list-style-type: none"> Engage in a variety of strength, endurance, and functional fitness activities. B. Reflect on inventory of physical fitness activities for each of the components of fitness (e.g., verbally, written, etc.). Reflect on personal participation in a variety of lifetime activities. Design a warm-up and cool-down regimen for a self-selected physical activity. Demonstrate how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. B. Apply rates of perceived exertion to pacing. Participate in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week. |
| <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"> Implement safety protocols within the learning environment with teacher guidance. Demonstrate knowledge of procedures and protocols by self-officiating and following parameters within a variety of learning environments (e.g., small-sided games, individual performance activities). Understand the effects of discrimination and stereotyping Reflect on the progress toward meeting the short-term (S.M.A.R.T.) goals and adjust the goal if needed. Identify various factors, solutions, and outcomes that will influence decision making. Provide and accept positive constructive feedback with a peer using clear communication skills, to improve performance using teacher-generated criteria. Identify negotiation skills and conflict resolution strategies to resolve differences with minimal teacher guidance. Identify various factors, solutions, and outcomes that will influence decision making. |
| <p>Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge,</p> | <p>PE.S5.M1 Health and Wellbeing .</p> <p>PE.S5.M2 Self-awareness and Self-management: Challenge and Growth Mindset</p> | <ul style="list-style-type: none"> Compare and contrast the health benefits of participating in selected physical activities on overall health and well-being integrate personal strengths, and respond in an optimistic way to individual challenges (e.g., extending, engaging, asking for help or feedback, and modifying the task) with minimal teacher guidance. |

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| self-expression, and social interaction. | PE.S5.M3 Self-expression and Enjoyment PE.S5.M4 Self-expression and Enjoyment PE.S5.M5 Social Interaction PE.S5.M6 Social Interaction | <ul style="list-style-type: none"> ● Explain how moving competently in a physical activity setting creates enjoyment. ● Explain the relationship between self expression and lifelong enjoyment through physical activity. ● Demonstrate the importance of social interaction by helping and encouraging others and providing support to classmates. ● Explain how physical activity provides opportunities for increasing social interaction. |
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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 & feedb*
- *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

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| <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 | <input type="checkbox"/> Vary goal creation, self assessments, and fitness plan. | <input type="checkbox"/> Establish clear expectations and vary reinforcement. |

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| questioning used. | | |
| <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

- A. Fitness Assessment**-In this topic 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.
- B. Fitness Training**-In this topic, students will be participating in a variety of moderate to vigorous activities that challenge themselves to improve their overall fitness. These activities may include fitness videos, interval training, stations, aerobics, resistance training, cardiovascular training, and group fitness challenges.
- C. Cardiovascular Training**-The focus will be on participating in a variety of moderate to vigorous activities that challenge students to improve their overall fitness. These activities may include soccer, Ultimate Frisbee, Speedball, Floor Hockey, and cardio fitness equipment.
- D. Technology**-In this topic, the focus will be on utilizing fitness technology and its benefit in fitness development. Students will be using a variety of technology forms in PE. These 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> |
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| Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. | PE.S1.M21 Outdoor Pursuits/ Adventure Activities PE.S1.M1 Dance and Rhythms | <ul style="list-style-type: none"> ● Demonstrate correct technique for a variety of skills in one individual performance or outdoor activity ● A. Demonstrate correct rhythm and pattern for a different dance form (folk, cultural, social, creative, line, and world dance) or a rhythmic based fitness activity. B. Create a dance/rhythm sequence consisting |

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| | | of at least 4 various movement phases. |
| Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance. | PE.S2.M11 Movement Concepts, Principles, and Knowledge | <ul style="list-style-type: none"> ● Explain Newton’s Three Laws of Motion as applied to various physical activities. |
| Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. | PE.S3.M1 Physical Activity Knowledge: Barriers PE.S3.M2 Fitness Knowledge: Components PE.S3.M3 Fitness Knowledge PE.S3.M4 Fitness Knowledge: Flexibility PE.S3.M5 Fitness Knowledge: Health- Related Fitness Components PE.S3.M6 Fitness Knowledge: FITT Principle (frequency, intensity, time, and type) PE.S3.M7 Fitness Knowledge: Warm Up and Cool down PE.S3.M8 Fitness Knowledge: Cardio-respiratory PE.S3.M9 Fitness Knowledge: Body Systems PE.S3.M10 Assessment and Program Planning PE.S3.M11 Assessment and Program Planning PE.S3.M12 Nutrition: Healthy Nutritional Choices PE.S3.M13 Stress Management PE.S3.M14 Knowledge Application | <ul style="list-style-type: none"> ● Evaluate personal barriers for maintaining a physically active lifestyle and create and implement a plan to eliminate those barriers. ● Differentiate between health-related and skill-related fitness. ● Adjust physical activity based on quantity of exercise needed for a minimal health standard and optimal functioning based on current fitness level. ● Describe and demonstrate the difference between dynamic and static stretches. ● Identify exercises that are aerobic, anaerobic, muscular strength, and muscular endurance. ● Describe the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. ● Design a warm-up and cool-down regimen for a self-selected physical activity. ● A. Demonstrate how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. B. Apply rates of perceived exertion to pacing. ● Describe how muscles pull on bones to create movement in pairs by relaxing and contracting. ● Design and implement a program of remediation for two areas of improvement based on the results of health-related fitness assessment. ● Maintain a physical activity and nutrition log for at least two weeks and reflect on activity levels and nutrition as documented in the log. ● Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. ● Practice strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. ● A. Engage in a variety of strength, endurance, and functional fitness activities. B. Reflect on inventory of physical fitness activities for each of the components of fitness (e.g., verbally, written, etc.). |

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| | PE.S3.M15 Knowledge Application PE.S3.M16 Knowledge Application | <ul style="list-style-type: none"> ● Reflect on personal participation in a variety of lifetime activities. ● Participate in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week. |
| Standard 4: The student will exhibit responsible personal and social behavior that respects self and others. | PE.S4.M1 Safety PE.S4.M2 Social Awareness: Procedures and Protocols PE.S4.M3 Social Awareness PE.S4.M4 Self-management: Goal Setting PE.S4.M5 Relationship Skills: Feedback PE.S4.M6 Relationship Skills: Conflict Resolution PE.S4.M7 Decision- making | <ul style="list-style-type: none"> ● Implement safety protocols within the learning environment with teacher guidance. ● Demonstrate knowledge of procedures and protocols by self-officiating and following parameters within a variety of learning environments (e.g., small-sided games, individual performance activities.) ● Understand the effects of discrimination and stereotyping. ● Reflect on the progress toward meeting the short-term (S.M.A.R.T.) goals and adjust the goal if needed. ● Provide and accept positive constructive feedback with a peer using clear communication skills, to improve performance using teacher-generated criteria. ● Identify negotiation skills and conflict resolution strategies to resolve differences with minimal teacher guidance. ● Identify various factors, solutions, and outcomes that will influence decision making. |
| Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction. | PE.S5.M1 Health and Wellbeing PE.S5.M2 Self-awareness and Self-management: Challenge and Growth Mindset PE.S5.M3 Self-expression and Enjoyment PE.S5.M4 Self-expression and Enjoyment PE.S5.M5 Social Interaction PE.S5.M6 Social Interaction | <ul style="list-style-type: none"> ● Compare and contrast the health benefits of participating in selected physical activities on overall health and well-being. ● Integrate personal strengths, and respond in an optimistic way to individual challenges (e.g., extending, engaging, asking for help or feedback, and modifying the task) with minimal teacher guidance. ● Explain how moving competently in a physical activity setting creates enjoyment. ● Explain the relationship between self expression and lifelong enjoyment through physical activity. ● Explain the relationship between self expression and lifelong enjoyment through physical activity. ● Explain how physical activity provides opportunities for increasing social interaction. |

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*
- *peer observation & feedback*
- *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

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| <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: <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.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 | <ul style="list-style-type: none"> ● Execute an underhand serve to a predetermined target for net and wall games. ● Strike with a mature overhand pattern in a dynamic environment for net/wall games. ● Demonstrate the mature form of forehand and backhand strokes with a long-handled implement in net games. ● Transfer weight with correct timing using low to high striking pattern with a short-handled implement on the forehand |

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| | <p>Transfer</p> <p>PE.S1.M15 Net/Wall Games: Volley</p> <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>side.</p> <ul style="list-style-type: none"> • Forehand and backhand volley with a mature form and control using a shorthanded implement. • Two-hand volley with control in a dynamic environment. • Execute consistently a mature throwing pattern for target activity in a dynamic environment. • Strike, with an implement, a stationary object for accuracy in a dynamic environment. • Strike an object with an implement to open space in a variety of practice tasks in a dynamic environment. • Catch, with a mature pattern, from different trajectories using a variety of objects in a dynamic environment. • Demonstrate correct technique for a variety of skills in one individual performance or outdoor activity. |
| <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 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</p> | <ul style="list-style-type: none"> • Create open space in net/wall games with either a long- or short-handled implement by varying force and direction and by moving the opponent from side to side. • Select offensive shot based on opponent's court or field position (i.e., hit where opponent is not). • Vary the speed and trajectory of the shot based on the location of the object in relation to the target. • Analyze, refine, and apply defensive strategy based on the situation (e.g., number of outs). • Explain Newton's Three Laws of Motion as applied to various physical activities. • Reduce open space by using locomotor patterns (e.g., walking, running, jumping, and landing, changing the size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, and reducing the distance between player and goal). |

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| | <p>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">● Execute in a practice task at least one of the following offensive tactics to create open space: stay spread on offense; use a variety of passes, pivots, and fakes; give and go.● Reduce open space on defense by staying close to the opponent as he/she nears the goal.● Reduce open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection.● Transition from offense to defense or defense to offense by recovering quickly and communicating with teammates.● Use a variety of shots (e.g., line drive high arc) to hit the object into open space.● |
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| <p>Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p> | <p>PE.S3.M1 Physical Activity Knowledge: Barriers</p> <p>PE.S3.M7 Fitness Knowledge: Warm Up and Cool Down</p> <p>PE.S3.M14 Knowledge Application</p> <p>PE.S3.M15 Knowledge Application</p> <p>PE.S3.M16 Knowledge Application</p> | <ul style="list-style-type: none"> ● Evaluate personal barriers for maintaining a physically active lifestyle and create and implement a plan to eliminate those barriers. ● Design a warm-up and cool-down regimen for a self-selected physical activity. ● A. Engage in a variety of strength, endurance, and functional fitness activities. B. Reflect on inventory of physical fitness activities for each of the components of fitness (e.g., verbally, written, etc.). ● Reflect on personal participation in a variety of lifetime activities. ● Participate in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week. |
| <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"> ● Implement safety protocols within the learning environment with teacher guidance. ● Demonstrate knowledge of procedures and protocols by self-officiating and following parameters within a variety of learning environments (e.g., small-sided games, individual performance activities). ● Understand the effects of discrimination and stereotyping. ● Reflect on the progress toward meeting the short-term (S.M.A.R.T.) goals and adjust the goal if needed. ● Provide and accept positive constructive feedback with a peer using clear communication skills, to improve performance using teacher-generated criteria. ● Identify negotiation skills and conflict resolution strategies to resolve differences with minimal teacher guidance. ● Identify various factors, solutions, and outcomes that will influence decision making. |
| <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> | <ul style="list-style-type: none"> ● PE.S5.M1.7 Compare and contrast the health benefits of participating in selected physical activities on overall health and well-being. ● PE.S5.M2.7 Integrate personal strengths, and respond in an optimistic way to individual challenges (e.g., extending, engaging, asking for help or feedback, and modifying the task) with minimal teacher guidance. ● PE.S5.M3.7 Explain how moving competently in a physical activity setting creates enjoyment. ● PE.S5.M4.7 Explain the relationship between self expression and lifelong enjoyment through physical activity. ● PE.S5.M5.7 Demonstrate the importance of social interaction by helping and encouraging others and |

PE.S5.M6 Social Interaction

- providing support to classmates.
- PE.S5.M6.7 Explain how physical activity provides opportunities for increasing social interaction.

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)*
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- *Positive reinforcement to application of feedback , redirection when application does not occur.*

Strategies for Varied Level Learners

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| <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. |
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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, soccer, golf, ultimate frisbee, 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> |
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| Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. | PE.S1.M19 Fielding and Striking Games: Striking PE.S1.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"> ● Strike an object with an implement to open space in a variety of practice tasks in a dynamic environment. ● Catch, with a mature pattern, from different trajectories using a variety of objects in a dynamic environment. ● Demonstrate correct technique for a variety of skills in one individual performance or outdoor activity. ● Execute consistently a mature throwing pattern for target |

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| | <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> | <p>activity in a dynamic environment.</p> <ul style="list-style-type: none"> ● Strike, with an implement, a stationary object for accuracy in a dynamic environment. ● Throw with a mature pattern for distance or power appropriate to the activity in a dynamic environment. ● Throw, while moving, a leading pass to a moving receiver. ● Foot-dribbles or dribbles with an implement combined with passing in a dynamic environment. ● Shoot on goal with power and accuracy in a dynamic environment. ● Slide in all directions while on defense without crossing feet. |
| <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> <p>PE.S2.M8 Target Games: Shot Selection</p> | <ul style="list-style-type: none"> ● Use a variety of shots (e.g., line drive high arc) to hit the object into open space. ● Analyze, refine, and apply defensive strategy based on the situation (e.g., number of outs) ● Vary the speed and trajectory of the shot based on the location of the object in relation to the target. |

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| | <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"> ● Explain Newton’s Three Laws of Motion as applied to various physical activities. ● Transition from offense to defense or defense to offense by recovering quickly and communicating with teammates. ● Reduce open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection. ● Reduce open space on defense by staying close to the opponent as he/she nears the goal. ● Execute in a practice task at least one of the following offensive tactics to create open space: stay spread on offense; use a variety of passes, pivots, and fakes; give and go. ● Create open space in net/wall games with either a long- or short-handled implement by varying force and direction and by moving the opponent from side to side. |
| <p>Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p> | <p>PE.S3.M4 Fitness Knowledge: Flexibility</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.M15 Knowledge Application</p> | <ul style="list-style-type: none"> ● Describe and demonstrate the difference between dynamic and static stretches. ● Design a warm-up and cool-down regimen for a self-selected physical activity. ● Demonstrate how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. ● Apply rates of perceived exertion to pacing. ● Reflect on personal participation in a variety of lifetime |

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| | PE.S3.M16 Knowledge Application | <p>activities.</p> <ul style="list-style-type: none"> ● Participate in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week. |
| 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: 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"> ● Implement safety protocols within the learning environment with teacher guidance. ● Demonstrate knowledge of procedures and protocols by self-officiating and following parameters within a variety of learning environments (e.g., small-sided games, individual performance activities). ● Understand the effects of discrimination and stereotyping. ● Reflect on the progress toward meeting the short-term (S.M.A.R.T.) goals and adjust the goal if needed. ● Provide and accept positive constructive feedback with a peer using clear communication skills, to improve performance using teacher-generated criteria ● Identify negotiation skills and conflict resolution strategies to resolve differences with minimal teacher guidance. ● Identify various factors, solutions, and outcomes that will influence decision making. |
| Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction. | <p>PE.S5.M1.6 Describe how being physically active leads to increased health and well-being.</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"> ● Compare and contrast the health benefits of participating in selected physical activities on overall health and well-being ● Integrate personal strengths, and respond in an optimistic way to individual challenges (e.g., extending, engagement, asking for help or feedback, and modifying the task) with minimal teacher guidance. ● Explain how moving competently in a physical activity setting creates enjoyment. ● Explain the relationship between self expression and lifelong enjoyment through physical activity. ● Demonstrate the importance of social interaction by helping and encouraging others and providing support to classmates. ● Explain how physical activity provides opportunities for increasing social interaction. |
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