

## Wilson Area School District Planned Course Guide

**Title of planned course:** Physical Education

**Subject Area:** Physical Education

**Grade Level:** 8th Grade

**Course Description:** During each lesson in physical education, students will be expected to learn and exercise.

Eighth grade physical education students are exposed to a variety of activities throughout the school year with the main purpose behind all activities being to drive the following big ideas:

- Team Skills
  - Work through the steps of problem solving when presented with various challenges
  - Apply principles of trust and trustworthiness within team setting
  - Demonstrate understanding of leadership skills in the framework of a team
- Athletic Skills
  - Ability to apply a variety of offensive and defensive game strategies to promote a strategic advantage
  - Apply skill related components of fitness in athletic scenarios to create a strategic advantage
  - Precise and accurate use of sporting equipment within the various sports
- Fitness
  - Explain how various sports and activities impact the components of fitness
  - Understand the role of fitness in overall healthful living throughout a lifetime
  - Understand how to improve health related components of fitness

**Time/Credit for this Course:** One full academic year

**Curriculum Writing Committee:** Nicholas Woodward and Brandon Tigar

## Curriculum Map

**August:** Introduction to PE

**September:** Invasion game strategies (defense) and fitness 1

**October:** Invasion game strategies(defense) and fitness 2

**November:** Invasion game strategies (offense) and fitness 3

**December:** Cooperative activities and fitness 4

**January:** American Heart Association activities and fitness 5

**February:** Net games and fitness 6

**March:** Net games and fitness 7

**April:** Invasion application  
Yard games and fitness 8

**May:** Cooperative invasion and diamond games

**June:** Wrap Up

\*Warm up activities held throughout the year

## Wilson Area School District Planned Course Materials

**Course Title:** Physical Education Grade 8

**Teacher Resources:**

- PA State Standards
- <https://openphysed.org/>
- [www.mrgym.com](http://www.mrgym.com)
- [www.pecentral.org](http://www.pecentral.org)
- "The cooperative sports and game book"
- "*Adventure Curriculum for Physical Education*"
- "*Follow Me*"
- "*Outdoor Action Games*"
- "*Ready-to-Use Secondary P.E. Activities Program*"
- "*Success Oriented P.E. Activities*"
- "*Training for Speed, Agility, and Quickness*"

## Curriculum Scope & Sequence

**Planned Course:** Physical Education

**Unit:** Warm Up Activities

**Time frame:** Throughout the Year

**State Standards:** 10.3.9.D, 10.4.9.C, 10.4.9.F, 10.5.9.A

**Essential content/objectives:** At the end of the unit students will be able to:

- Discuss ways to increase enjoyment in self-selected physical activities
- Analyze the role of individual responsibility for safety during organized group activities
- Analyze activities that improve specific parts of their fitness
- Analyze how group members contribute to groups success
- Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
- Utilize skill-related fitness components during activities

**Core Activities:** Students will participate in but not limited to:

- Chasing and fleeing activities
  - [Monarch ball](#)
  - [Bump tag](#)
  - [21 second tag](#)
  - [Everyones it](#)
  - British warm-up tag
  - [American gladiator](#)
  - [Tossers and taggers](#)
- [Partner tag](#)
- [Pac-man tag](#)
- [3-WAY TAG](#)
- [Rock, paper, scissor tag](#)
- [Shadow tag](#)

**Extensions:**

- Student creation
- Peer assistance
- Require non-dominant throwing
- Limit locomotor option when moving
- Reduce the size of the goal
- Change the number of taggers

**Remediation:**

- Assistance from peers
- Change the number of taggers
- Allow more movement after catch
- Allow dropped balls
- Allow line jumping
- Expand boundaries

**Instructional Methods:**

- Explicit instruction
- Practice

- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

**Materials & Resources:**

- Pinnies
- Belts
- Flags
- Cones
- Spots
- Small equipment such as animals
- Foam balls
- Yarn balls
- Noodles

**Assessments:**

- Teacher observation
- Self reflection
- [Holistic Performance Rubric](#)

## Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 8

**Unit:** Invasion games (defense)

**Time frame:** 6 weeks

**State Standards:** 10.3.9.D, 10.4.9.A, 10.4.9.F, 10.5.9.C, 10.5.9.F

**Essential content/objectives:** At the end of the unit students will be able to:

- Describe appropriate defensive strategies to have success in a given situation
- Apply proper defensive strategies to specific situations (zone, man to man, help defense) to prevent offense from reaching goals
- Understand man to man defense movements
- Understand zone coverage movements
- Understand help side defensive movements
- Analyzes movement situations and makes adjustments with a specific purpose or to create a defensive advantage
- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities or games
- Refine manipulative skills to improve performance in defensive situations
- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates

**Core Activities:** Students will complete/participate in the following:

- Soccer
- Team handball
- [Invasion grid activities](#) (for defense)
- [5 Pass](#)(soccer, handball, Frisbee...)
- Ultimate Frisbee
- [Rebound ball](#) (inside only)
- [Dunk ball](#)
- Basketball
- Flickerball

**Extensions:**

- Student creation of games
- Implementing the hot slides
- Playing against the extra player
- Defending the fast breaks scenarios
- Peer assistance
- Creating the double team coverage
- Smaller implements

**Remediation:**

- Reduced coverage pressure when ball handling
- Modified boundaries
- Provide safe passing lanes
- Larger implements

**Instructional Methods:**

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

**Materials & Resources:**

- Cones
- Pinnies
- Balls
- Flags
- Poly spots
- Frisbees
- Goals

**Assessments:**

- Observation
- Question and answer
- Worksheets
- [Holistic Performance Rubric](#)

# Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 8

**Unit:** Fitness 1 & 2

**Time frame:** 2 weeks

**State Standards:** 10.4.9.B, 10.4.9.C, 10.4.9.D, 10.5.9.D

**Essential content/objectives:** At the end of the unit students will be able to:

- Understand and apply fitness room procedures
- Independently uses fitness equipment appropriately, and identifies specific safety concerns associated with the activity
- Safely spot fellow students
- Execute a full body warm-up to prepare for activity
- Describe how physical activity can serve as a stress management technique
- Understand how specificity, overload, and progression can be used to meet personal goals
- Compares and contrasts health-related fitness components
- Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health

**Core Activities:** Students will complete/participate in the following:

- Fitness room review of equipment/safety procedures
  - [Warm-up example](#)
  - [Warm-up task card](#)
- Apply health related components of fitness to individual exercises with specificity, progression, and overload principles
- Students will rotate between aerobic machines and strength equipment
  - [One and done](#)
  - [One and done routine card](#)
- Students will reflect on their activities and recognized that exercise can be a great source of stress management

**Extensions:**

- Limited teacher assistance
- Creation of own activities
- Peer assistance

**Remediation:**

- Peer/teacher help
- Modifications to exercises
- Fewer required examples

**Instructional Methods:**

- Explicit instruction
- Practice

- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

**Materials & Resources:**

- Fitness room equipment
- Jump ropes
- Medicine balls
- Yoga mats

**Assessments:**

- Demonstrations and observations
- Question and answer
- Activity Logs
- [Holistic Performance Rubric](#)

## Curriculum Scope & Sequence

**Planned Course:** Physical education grade 8

**Unit:** Cooperative activities

**Time frame:** 3-5 weeks

**State Standards:** 10.4.9.C, 10.4.9.D, 10.4.9.F, 10.5.9.B

**Essential content/objectives:** At the end of the unit students will be able to:

- Analyze the body's response to activities
- Analyze the social benefits of specific cooperative activities
- Analyze how individuals contributed to the success of the group
- Examine how specific motor skills lead to the success of a group
- Predict how behaviors/roles of a group can contribute to success of a group
- Understand how group dynamics carries over to other areas (sports teams, academic groups, fitness groups)

**Core Activities:** Students will complete/participate in the following:

- [Basket-foot-ball](#)
- [Rope cuffs](#)
- [Blob tag](#)
- Team long rope jumping
- [Monarch Ball](#)
- Relay races
- Kinball
- Tarp moving
- [Alaskan baseball](#)
- Team tag activities
- Jailball
- Island ball relay
- Pipeline
- Taps
- Bumping and setting
- Crazy Kickball
- Danish longball

**Extensions:**

- Increased restrictive requirements(handicaps)
- Student creation of activities
- Peer assistance, non-verbal
- Change the number of players on a side
- Change the size of the implement

**Remediation:**

- Reduced restrictive requirements(handicaps)
- More teacher assistance

- Peer assistance
- Change the number of players on a side
- Change the size of the implement

**Instructional Methods:**

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

**Materials & Resources:**

- Balls
- Tarps
- Flags
- Belts
- Cones
- Spots
- Kinball/matball
- Ropes
- Buckets
- Rope cuffs
- Large tarp
- Long ropes
- Toxic waste material(bucket, rope and balls)
- Mats

**Assessments:**

- Observation
- Question and answer
- Worksheets

## Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 8

**Unit:** Invasion games (offense)

**Time frame:** 5-6 weeks

**State Standards:** 10.3.9.D, 10.4.9.A, 10.4.9.F, 10.5.9.C, 10.5.9.F

**Essential content/objectives:** At the end of the unit students will be able to:

- Utilize appropriate offensive strategies to succeed in a given situation
- Incorporate proper offensive strategies to specific situations (give and go, moving to open space, open passing lanes) to create an offensive advantage
- Describe give and go movements
- Illustrate open passing lanes
- Demonstrate moving to open space
- Analyzes movement situations and makes adjustments with a specific purpose or to create an offensive advantage.
- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities or games
- Refines manipulative skills to improve performance in offensive situations
- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates

**Core Activities:** Students will complete/participate in the following:

- Basketball
- Hockey
- Football
- Invasion slot activities (for offense)
- Speedball
- 5 Pass(hockey, speedball, basketball)
- Team handball
- Rebound ball (inside only)
- Dunkball
- Soccer-handball

**Extensions:**

- Student creation of games
- Recognizing the hot slides
- Playing with extra player
- Fast breaks scenarios
- All touch(every player on a team must touch the ball before a point can be score)
- Peer assistance
- Playing throw forced coverage
- Smaller implements
- Increased passing requirements

**Remediation:**

- Double dribbling allowed
- Traveling allowed
- Reduced defensive pressure when ball handling
- Modified boundaries
- Larger/adjusted goals
- Provide safe passing lanes
- Larger implements
- Reduced passing requirements

**Instructional Methods:**

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

**Materials & Resources:**

- Cones
- Pinnies
- Balls
- Flags
- Poly spots
- Frisbees
- Goals

**Assessments:**

- Observation
- Question and answer
- Worksheets
- [Holistic Performance Rubric](#)

# Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 8

**Unit:** Fitness 3 & 4

**Time frame:** 2 weeks

**State Standards:** 10.4.9.C, 10.5.9.A, 10.5.9.D

**Essential content/objectives:** At the end of the unit students will be able to:

- Design and implement a warm-up/cool-down regimen for a self-selected physical activity
- Analyze the difference between muscular strength and muscular endurance
- Explain how body systems interact with one another
- Understand examples of muscular strength and muscular endurance exercise
- Understand how power can be applied to different sport and non-sport activities
- Recognized the benefits of muscular endurance in everyday activities
- Analyzes the empowering consequences of being physical active
- Use specificity, overload, and progression to plan a fitness routine
- Utilize specific activities that students improve aerobically and anaerobically

**Core Activities:** Students will complete/participate in the following:

- Use fitness room equipment to begin to plan a fitness routine with goals
- Participate in skill-related fitness component activities

**Extensions:**

- Limited teacher assistance
- Creation of own activities
- Peer assistance

**Remediation:**

- Peer/teacher help
- Modifications to exercises
- Fewer required examples

**Instructional Methods:**

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

**Materials & Resources:** Fitness Room and related equipment (ladders, step boxes, medicine balls, jump ropes)

**Assessments:**

- Observation
- Question and answer
- Worksheets
- Activity Logs
- [Holistic Performance Rubric](#)

## Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 8

**Unit:** American Heart Association Activities

**Time frame:** 3-5 weeks

**State Standards:** 10.4.9.B, 10.4.9.C, 10.4.9.E, 10.5.9.B, 10.5.9.D

**Essential content/objectives:** At the end of the unit students will be able to:

- Examine the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
- Investigate factors that affect the responses of body systems during moderate to vigorous physical activities.
- Examine how lifelong participation in activities can help reduce heart disease
- Describe the body's cardiorespiratory response to various activities
- Track heart rate during a variety of activities
- Explain the various stages of skill development and how authentic practice can help a student process through each stage
- Understand that the heart is a muscle that can be strengthened with cardio activities
- Explore different activities that help get the heart in the target heart rate zone

**Core Activities:** Students will complete/participate in the following:

- Basketball small sided games
- Basketball skill stations
- Jump rope activities
- Cardio in fitness room (ellipticals, bikes, step up boxes)
- Tag/chase/flee games
- Pacer test

**Extensions:**

- Non-dominant hand dribbling
- Minimum number of passes
- Restrictive shooting lanes
- Student creation of activities
- Peer assistance
- Performing activities for a longer time
- Playing with fewer players (man-down)

**Remediation:**

- Double dribbling allowed
- Traveling allowed
- Peer assistance
- Modifications to activities/equipment
- Playing with extra players(advantage or man-up)

**Instructional Methods:**

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

**Materials & Resources:**

- Basketballs
- Jump ropes
- Fitness room
- Step up boxes
- Balls
- Flags
- Belts
- Cones
- Pacer audio

**Assessments:**

- Observation
- Question and answer
- Worksheets
- [Holistic Performance Rubric](#)

# Curriculum Scope & Sequence

**Planned Course:** Physical Education

**Unit:** Net Games

**Time frame:** 3-5 weeks

**State Standards:** 10.4.9.F, 10.5.9.A, 10.5.9.C, 10.5.9.F

**Essential content/objectives:** At the end of the unit students will be able to:

- Explain how group dynamics can lead to the success of a team
- Analyze how agility, coordination, and reaction time to increases success in activities
- Utilize practice strategies to improve skills
- Describe how ball placement impacts a team's ability to defend an area
- Analyze defensive strategies implemented in net games
- Demonstrate three pass game strategies in net games

**Core Activities:** Students will complete/participate in the following:

- Volleyball
- Newcomb ball
- Seated volleyball
- Badminton
- Tennis
- Speedminton
- Ping pong
  - Five person ping-pong (players surrounding the table to see how many consecutive vollies can be made)
- Mini volleyball tournament

**Extensions:**

- Full court volleyball using the full length and width of the basketball and playing as many as possible on a side safely
- Student creation of activities
- All touch (every player on a team must touch the ball before a point can be score)
- Peer assistance
- Using non-dominant hand to strike
- More passes per side
- Required hits per side

**Remediation:**

- Beach Balls
- Softer/larger balls
- Lowered nets
- Peer assistance
- More bounces per side
- Catching the ball

**Instructional Methods:**

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

**Materials & Resources:**

- Nets
- Balls
- Rackets
- Tape
- Hoops
- Tumbling mats

**Assessments:**

- Observation
- Question and answer
- Worksheets
- [Holistic Performance Rubric](#)

## Curriculum Scope & Sequence

**Planned Course:** Physical Education

**Unit:** Fitness 5-8

**Time frame:** 4 weeks

**State Standards:** 10.4.9.A, 10.4.9.C, 10.5.9.A, 10.5.9.D

**Essential content/objectives:** At the end of the unit students will be able to implement personal fitness plan utilizing the fitness room.

**Core Activities:** Students will complete/participate in the following:

- Participate in a self-created fitness program using equipment from the fitness room
- Participates in moderate to vigorous aerobic and muscular strengthening physical activities

**Extensions:**

- Limited teacher assistance
- Creation of own activities
- Peer assistance

**Remediation:**

- Peer/teacher help
- Modifications to exercises
- Fewer required examples

**Instructional Methods:**

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

**Materials & Resources:**

- Fitness room equipment
- Yoga mats
- Step boxes
- Ladders
- Medicine balls
- Ab rollers

**Assessments:**

- Observation
- Question and answer
- Worksheets
- Activity Logs/Fitness Routines
- [Holistic Performance Rubric](#)

# Curriculum Scope & Sequence

**Planned Course:** Physical Education

**Unit:** Yard games

**Time frame:** 3-5 weeks

**State Standards:** 10.4.9.A, 10.4.9.D, 10.4.9.E, 10.4.9.F, 10.5.9.A

**Essential content/objectives:** At the end of the unit students will be able to:

- Recognize that choosing to regularly participate in physical activities will significantly impact motor skill development
- Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity
- Accepts differences among teammates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback
- Promotes positive interactions with peer groups in physical activities

**Core Activities:** Students will complete/participate in the following:

- Bocce ball
- Corn hole
- Spike ball
- Bumping and setting
- Disc golf
  - [Upper course](#)
  - [Lower course](#)
- [Kan-jam](#)
- [Quoits](#)
- [Kubb](#)

**Extensions:**

- Student creation of activities
- Peer assistance
- Further from target
- Smaller target
- Smaller implement
- Less tosses

**Remediation:**

- Modifications
- Peer assistance
- Shorter distance to target
- Larger target
- Larger implement
- More tosses

**Instructional Methods:**

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

**Materials & Resources:**

- Bocci ball
- Cornhole boards and bags
- Quoits boards and rings
- Cones
- Kans and frisbees
- Baskets and discs
- Volleyballs
- Kubb set

**Assessments:**

- Observation
- Question and answer
- Worksheets
- Logs
- [Holistic Performance Rubric](#)

## Curriculum Scope & Sequence

**Planned Course:** Physical Education

**Unit:** Cooperative Diamond/Field Activities

**Time frame:** 3-5 weeks

**State Standards:** 10.4.9.F, 10.5.9.A, 10.5.9.C

**Essential content/objectives:** At the end of the unit students will be able to:

- Analyze how group dynamics and communication contributed to the success of a group
- Analyze how group roles contributed to success (leaders, supporters, followers)
- Analyze how the skill-related components of fitness (speed, reaction time, coordination) helped lead to success
- Utilize practice strategies to improve a skill set
- Analyze game strategies for diamond sports (placement of hit/kick in relation to defense, base running)
- Use defensive positioning in diamond activities to create a strategic advantage
  - position shift for left or right handed players
  - moving closer or further away to cover larger fielding space

**Core Activities:** Students will complete/participate in the following:

- [Baseball Tennis](#)
- Kickball
- [Alaskan baseball](#)
- Matball
- [German kickball](#)
  - Three team kickball
- Everyone for self
- Bean bag grab
- Tandem tag
- Fistball
- Wiffle Ball
- [Hit, run, and field](#)
- Home run derby
- [Black ops](#)

**Extensions:**

- Students are required to use a racket to pitch, catch and field
- Non-dominant striking of the ball
- Non-dominant hand throwing
- Students play with a partner and if either student is out the are both out
- Student creation of games
- Assistance to peers
- Smaller bat
- Playing with fewer players (man-down)

**Remediation:**

- Students are required to use a racket to hit, but pitching, catching and fielding is optional
- Larger bat
- Safe zone that allows the base to be larger making it easier for the baserunners
- Reduce the ways the fielding team can earn an out
- Peer assistance
- Playing with extra players(advantage or man-up)

**Instructional Methods:**

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

**Materials & Resources:**

- Kickballs
- Volleyballs
- Bases
- Flags
- Belts
- Cones
- Pinnies
- Wiffle balls
- Bats
- Mats
- Field paint
- Tennis rackets

**Assessments:**

- Observation
- Question and answer
- Worksheets
- [Holistic Performance Rubric](#)

## PE Facility Schedule Grade 8

| Grade 8 | Kratz                                                        | Woodward                                                     | Watts                                                        | Tigar                                                        |
|---------|--------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|
| Week 1  | Cafe- Intro activity                                         | Gym-Intro activity                                           | Gym-Intro activity                                           | Gym-Intro activity                                           |
| Week 2  | Fitness 1                                                    | Gym-soccer                                                   | Cafe-frisbee                                                 | Gym-soccer                                                   |
| Week 3  | Fitness 2                                                    | Gym-soccer                                                   | Cafe-frisbee                                                 | Gym-soccer                                                   |
| Week 4  | Cafe-frisbee                                                 | Gym-Handball                                                 | Fitness 1                                                    | Gym-Handball                                                 |
| Week 5  | Cafe-frisbee                                                 | Gym-Handball                                                 | Fitness 2                                                    | Gym-Handball                                                 |
| Week 6  | Gym-Soccer                                                   | Cafe-frisbee                                                 | Gym-Soccer                                                   | Fitness 1                                                    |
| Week 7  | Gym-soccer                                                   | Cafe-frisbee                                                 | Gym-Soccer                                                   | Fitness 2                                                    |
| Week 8  | Gym-Handball                                                 | Fitness 1                                                    | Gym-Handball                                                 | Cafe-frisbee                                                 |
| Week 9  | Gym-Handball                                                 | Fitness 2                                                    | Gym-Handball                                                 | Cafe-frisbee                                                 |
| Week 10 | Fitness 3                                                    | Gym-Cooperative                                              | Cafe-Hockey                                                  | Gym-Cooperative                                              |
| Week 11 | Fitness 4                                                    | Gym-Cooperative                                              | Cafe-Hockey                                                  | Gym-Cooperative                                              |
| Week 12 | Cafe-Hockey                                                  | Gym-Cooperative                                              | Fitness 3                                                    | Gym-Cooperative                                              |
| Week 13 | Cafe-Hockey                                                  | Gym-Cooperative                                              | Fitness 4                                                    | Gym-Cooperative                                              |
| Week 14 | Gym-Cooperative                                              | Fitness 3                                                    | Gym-Cooperative                                              | Cafe-Hockey                                                  |
| Week 15 | Gym-Cooperative                                              | Fitness 4                                                    | Gym-Cooperative                                              | Cafe-Hockey                                                  |
| Week 16 | Gym-Cooperative                                              | Cafe-Hockey                                                  | Gym-Cooperative                                              | Fitness 3                                                    |
| Week 17 | Gym-Cooperative                                              | Cafe-Hockey                                                  | Gym-Cooperative                                              | Fitness 3                                                    |
| Week 18 | Gym-Cooperative                                              | Cafe-Hockey                                                  | Gym-Cooperative                                              | Fitness 4                                                    |
| Week 19 | Fitness 5                                                    | Gym-Basketball                                               | Cafe- Basketball                                             | Gym-Basketball                                               |
| Week 20 | Cafe-Basketball                                              | Gym-Basketball                                               | Fitness 5                                                    | Gym-Basketball                                               |
| Week 21 | Gym-Basketball                                               | Fitness 5                                                    | Gym-Basketball                                               | Cafe-Basketball                                              |
| Week 22 | Gym-Basketball                                               | Cafe-Basketball                                              | Gym-Basketball                                               | Fitness 5                                                    |
| Week 23 | Fitness 6                                                    | Gym-Badminton                                                | Gym-Badminton                                                | Cafe-Speedminton                                             |
| Week 24 | Gym-Badminton                                                | Fitness 6                                                    | Cafe-Speedminton                                             | Gym-Badminton                                                |
| Week 25 | Gym-Badminton                                                | Cafe-Speedminton                                             | Fitness 6                                                    | Gym-Badminton                                                |
| Week 26 | Cafe-Speedminton                                             | Gym-Badminton                                                | Gym-Badminton                                                | Fitness 6                                                    |
| Week 27 | Fitness 7                                                    | Cafe-Volleyball                                              | Gym-Volleyball                                               | Gym-Volleyball                                               |
| Week 28 | Gym-Volleyball                                               | Fitness 7                                                    | Cafe-Volleyball                                              | Gym-Volleyball                                               |
| Week 29 | Gym-Volleyball                                               | Gym-Volleyball                                               | Fitness 7                                                    | Cafe-Volleyball                                              |
| Week 30 | Cafe-Volleyball                                              | Gym-Volleyball                                               | Gym-Volleyball                                               | Fitness 7                                                    |
| Week 31 | <a href="#">Grade wide Newcomb Ball tournament</a>           |                                                              |                                                              |                                                              |
| Week 32 | Gym- Invasion application: Football, Basketball and handball | Fitness 8                                                    | Gym- Invasion application: Football, Basketball and handball | Cafe-Yard games                                              |
| Week 33 | Fitness 8                                                    | Gym- Invasion application: Football, Basketball and handball | Cafe-Yard games                                              | Gym- Invasion application: Football, Basketball and handball |
| Week 34 | Rebound Ball                                                 | Cafe- Yard games                                             | Rebound Ball                                                 | Fitness 8                                                    |
| Week 35 | Pacer Test                                                   |                                                              |                                                              |                                                              |
| Week 36 | Diamond - indoor                                             | Diamond - indoor                                             | Diamond - indoor                                             | Diamond - indoor                                             |
| Week 37 | Diamond - outdoor                                            | Diamond - outdoor                                            | Diamond - outdoor                                            | Diamond - outdoor                                            |

|         |                                |                                |                                |                                |
|---------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Week 38 | Gym-Yard games                 | Gym-Yard games                 | Gym-Yard games                 | Gym-Yard games                 |
| Week 39 | Cooperative invasion (indoor)  | Cooperative invasion (indoor)  | Cooperative invasion (indoor)  | Cooperative invasion (indoor)  |
| week 40 | Cooperative invasion (outdoor) | Cooperative invasion (outdoor) | Cooperative invasion (outdoor) | Cooperative invasion (outdoor) |

- In beginning and end of year, classes may go outside if weather permits
- Activities will be different per class based on the skill application and practice needed to meet specific objectives
- If a teacher in the cafe does not have a class, another teacher from gym may come down